DOCUMENT RESUME

ED 053 515 EC 033 018

TITLE	Vocational Training: Exceptional Child Bibliography Series.
INSTITUTION	Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Feb 71
NOTE	25p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Annotated Bibliographies, Bibliographies, *Exceptional Child Education, *Handicapped Children, *Vocational Education, *Vocational Rehabilitation

ABSTRACT

One in a series of over 50 similar listings related to exceptional children, both handicapped and gifted, the annotated bibliography contains 88 references dealing with vocational education and vocational rehabilitation, including such topics as prevocational preparation, work-study programs, sheltered workshops, job placement, and others. Entries, which include texts, journal articles, curriculum guides, research reports, and other literature, were selected from Exceptional Child Education Abstracts. Given are bibliographic data, availability information, indexing and retrieval descriptors, and an abstract for each entry. Both an author and a subject index are included. (KW)

EC033018

ED053515

VOCATIONAL TRAINING

A Selective Bibliography

February 1971

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EC 033 018

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EC033018

ABSTRACTS

ABSTRACT 10030

EC 01 0030 ED 011 414
Publ. Date Mar 66 154p.
Kronenberg, Henry H.; Blake, Gary D.
A Study of the Occupational Status of the Young Adult Deaf of the Southwest and Their Need for Specialized Vocational Rehabilitation Facilities.
Arkansas Rehab. Svc., Hot Springs, Res. And Demon. Sect.
Vocational Rehab. Admin., Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child research; vocational education; aurally handicapped; deaf; youth; vocational schools; employment opportunities; vocational rehabilitation; vocational counseling; aptitude; aspiration; on the job training; questionnaires; field interviews; young adults; post secondary education; surveys; employment level; vocational adjustment; New Mexico; Arkansas; Kansas; Oklahoma; Mississippi; Louisiana; Missouri; Arkansas Rehabilitation Service

An interview-questionnaire study was made to investigate the occupational status and opportunities for young deaf adults and to determine whether further vocational preparation would enhance their vocational opportunities. On-the-job difficulties were reviewed. The majority of those interviewed saw a need for post- school training. several types of programs were considered. (EB)

ABSTRACT 10031

EC 01 0031 ED 011 163
Publ. Date Mar 66 173p.
Gorelick, Molly C.
An Assessment of Vocational Realism of High School and Post-High School Educable Mentally Retarded Adolescents.
Exceptional Children's Foundation, Los Angeles, California
Vocational Rehab. Admin., Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational education; vocational adjustment; adolescents; educable mentally handicapped; aspiration; prediction; occupational choice; vocational counseling; employment; work experience programs; aptitude; questionnaires; interviews

Designed to find means of predicting the postschool employment success of educable mentally retarded adolescents, this project's two hypotheses were (1) there is a positive relationship between postschool success in employment and realistic vocational plans and (2) those educable mentally retarded in work experience programs will have more realistic vocational plans. Both employment success and vocational realism were defined operationally by established criteria. Data were gathered through interviews and reviews of school records and statistically analyzed. The first hypothesis was not confirmed. The second hypothesis was partially confirmed, but the small number of subjects employed through off campus programs did not allow generalization about the relationship of work experience programs to realistic vocational plans. Additional information concerning sex, race, socioeconomic status, and stability of choice is given. Implications concerning counseling and guidance, record keeping, high school curriculum, and the secondary teacher of educable mentally retarded are included. (JW)

ABSTRACT 10035

EC 01 0035 ED 010 926
Publ. Date Mar 65 164p.
Deno, Evelyn
Retarded Youth, Their School-Rehabilitation Needs.
Minneapolis Public Schools, Minnesota
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational education; rehabilitation programs; educable mentally handicapped; community services; adolescents; student evaluation; counseling; vocational rehabilitation; followup studies; student characteristics; program descriptions; guidance problems; student needs; Minneapolis

A 4-year rehabilitation project, developed to investigate means of alleviating deficiencies in school-rehabilitation services, is described. Through a series of research reports and demonstration projects this study evaluated programs preparing adolescent mentally retarded for employment, and at the same time facilitating coordination of community services and offering basic information and techniques. Substudies provide a description of the population served through the project. Followup data on former special class students provide information about work histories, health, sex, race, and the use of vocational and rehabilitation services by those clients. In addition to the data regarding characteristics, problems, and potential of the population served, descriptions of the training and guidance programs are provided. Implications in terms of diagnosis, adequacy of existing facilities, attainable goals, and the curriculum are reported. (JW)

ABSTRACT 10057

EC 01 0057 ED 015 559
Publ. Date Jul 66 86p.
Prentice, George
Increasing Parental Contribution To Work Adjustment for the Retarded.
United Assn. Retarded Children, Milwaukee, Wisconsin
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational adjustment; vocational education; vocational rehabilitation; parent participation; motivation techniques; parent education; adolescents; educable mentally handicapped; family influence; job placement; lower class parents; parent counseling; sheltered workshops; work attitudes; young adults

This project was designed to increase parent participation in the vocational rehabilitation of adolescent and young adult mentally handicapped persons, to develop methods of motivating parents to participate, and to investigate the relationship between parent participation and the retardate's vocational adjustment. During the first year, experimental and control groups of 78 parents each were selected and randomly assigned to subgroups based on the vocational placement of their children. An educational program of group lectures and discussions was provided for the experimental group. Because of poor attendance by parents during the first year, methods of motivating parents to participate in the program were studied. The second year, 28 sets of lower socioeconomic status (SES) parents were randomly assigned to incentive groups receiving an educational program. In addition, Group One received a $50 bonus, Group Two chose an incentive under $50 in value, Group Three participated in a television drawing, and Group Four received no incentive. Group Five received neither education nor incentive. An upper SES group received the educational program but no incentive. The third year sample was composed of parents of 165 retarded young adults assigned to a parent education group, a telephone group, or a control group. Clients and families continued to receive service from agencies but the two experimental groups were given the educational program. Pre- and post-observer ratings were used to assess the workshop participants at the beginning and end of the program. Results of all three studies were inconclusive. Parent participation in the educational program remained poor all 3 years. Incentive methods tried during the second year were ineffective at increasing attendance for the majority of parents of low SES status. Parent participation and vocational adjustment was rated during the third year. Retardates whose parents were contacted six or more times by telephone gained in work adjustment ratings and those whose parents attended seven or more participation group meetings deteriorated in the ratings. Pre- and post-rating involved the use of different standards. The rating scales used in the study are included in appendixes. (VO)

ABSTRACT 10073

EC 01 0073 ED 011 729
Publ. Date Sep 66 191p.
Crump, William A.
Vocational Rehabilitation for Mentally Retarded Pupil-Clients, Final Report.

Georgia State Office Of Vocational Rehabilitation, Atlanta
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; vocational education; educable mentally handicapped; community resources; state programs; demonstration programs; work study programs; on the job training; adolescents; personnel; job placement; vocational counseling; records (forms); secondary grades; vocational training centers; curriculum; vocational adjustment; teacher education; counseling; A. P. Jarrell Prevocational Evaluation and Training Center; Atlanta

This 5-year demonstration project provided adolescent educable mentally handicapped students a combined program of vocational rehabilitation and services and other secondary level educational and vocational training experiences. State and local vocational and educational resources were utilized. Students were referred for vocational rehabilitation at age 14. A psychological evaluation, home visit, vocational appraisal report, and a vocational training plan were made for each student. Students aged 14 to 16 were trained in on-campus jobs. Older students were placed in a work study program and were trained at jobs in the community. The number of pupil clients increased from 338 the first year of the project to 3,636 in the fifth year. Similarly, the number rehabilitated rose from one to 210. Average case cost per rehabilitant was $247. Of people involved locally who responded to a questionnaire, 80 percent felt the combined program was effective. The length of time in the program as related to job placement was significant, but the IQ score was not a useful predictor of success in employment. On-the-job training, the work study program, and the use of vocational rehabilitation counselors were found to be effective. Thirty related studies are reviewed. Sample forms and evaluations are included. A 41-item bibliography is included. (MY)

ABSTRACT 10114

EC 01 0114 ED 014 823
Publ. Date Mar 63 126p.
Tobias, Jack
Training for Independent Living, a Community Program for Severely Retarded Adults.
Association For Help Retard. Child., New York, New York
National Inst. Of Ment. Health, Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child research; community programs; mentally handicapped; vocational rehabilitation; trainable mentally handicapped; day care programs; custodial mentally handicapped; demonstration programs; educable mentally handicapped; adults; occupational therapy; program evaluation; program planning; self care skills; travel training

An occupational day center for mentally retarded adults was established to provide community services for retarded persons who live at home and, although beyond school age, are unable to participate in sheltered workshop activities. The staff included a director, a social worker, five instructors, a training supervisor, an office worker, and a psychologist (part-time). Over a 3-year period, 83 clients were accepted into the program with about 55-60 being enrolled at one time. Average age at admission was 21 years (few clients were over age 30), and IQ's ranged from 15 to 65 with a mean IQ of 36. About 80 percent had attended public school special classes. Specific training included travel training, grooming and self care, orientation to the community, domestic skills, and remunerative work. Simple academic instruction included reading signs, telling time, and using money. Statistical tests with data from the clients produced these findings. There was a significant relationship (.01 level using T test) between intelligence and the ability to benefit from travel instruction. There was a significant relationship (.001 and .05 levels for various IQ groups using tests) between intelligence test score and the number of work units produced per hour. Mongoloid clients were significantly less productive (.05 level using test) in a continued work activity than their intellectual peers in other etiologic groups. The San Francisco Social Competency scores of clients are presented. Sample evaluations of trainees and sample case studies are included. Descriptions of the daily program and relationships with parents, professional groups, and the public are given. (JZ)

ABSTRACT 10152

EC 01 0152 ED 011 427
Publ. Date May 66 82p.
An Opportunity for Dignity through Work, an Occupational Training Center for the Mentally Handicapped. Final Project Report.
Lt. Joseph P. Kennedy Sch. For Except. Child., Palos Park, Illinois
Vocational Rehab. Admin., Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; administration; mentally handicapped; vocational education; vocational rehabilitation; sheltered workshops; job training; job placement; personnel; community resources; admission (school); work study programs; young adults; counseling; responsibility; program administration; educable mentally handicapped; Chicago; Kennedy Job Training Center; Palos Park

To meet the needs of young mentally retarded adults for vocational services, the Kennedy Job Training Center was established at the day and residential Kennedy School for Exceptional Children. The project was designed to prepare mentally handicapped persons for work in the community and to utilize and strengthen community resources. A sheltered workshop program including counseling and job placement services was established. The workshop served Kennedy School students, trainees from the Illinois Division of Vocational Rehabilitation, local high school special education students, and long term trainees. Accepted persons were involved in a diagnostic period, then a training period, and finally the job placement process. Trainees worked on subcontract jobs, a candle manufacturing project, and tasks connected with the Kennedy School. Included were relevant data and discussion on problems of establishing and operating a sheltered workshop, such as recruitment and responsibilities of staff and trainees, acquisition and completion of work orders, counseling and placement of trainees, and development of a pay scale for trainees. Results of the project were interpreted, and the need for additional services was outlined. An appendix included samples of four forms and records used at the center. (MY)

ABSTRACT 10177

EC 01 0177 ED 018 883
Publ. Date 66 87p.
Jones, Philip R.
The Relationship of Vocational Outlook and Special Educational Programs for Adolescent Educable Mentally Handicapped.
Illinois Univ., Urbana
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational adjustment; program planning; vocational education; educable mentally handicapped; prevocational education; work attitudes; attitude tests; program evaluation; teachers; state programs; work experience; fathers; educational background; employment level; sex differences; racial differences; age differences; intelligence differences; work study programs; aspiration; attitudes; socioeconomic influences; family life; reading level; adolescents

The purpose of the study was to investigate the relationship between the vocational outlook of high school educable mentally handicapped (EMH) students and the type of high school program in which they were enrolled. Possible relationships between EMH students vocational outlook and age, sex, race, intellectual level, reading achievement level, work experience history, and home background were also considered. Data were collected from 13 high schools in Illinois which operated two or more special classes during the 1965-66 school year. The sample included 202 males and 171 females who ranged in age from 13 to 21 years Vocational outlook of EMH students was measured by a Could You Ever Scale, a group test constructed for the study. Each program was rated on a program criteria index, also constructed by the investigator. The study found (1) a significant difference in IQ groupings between males and females with more males in the higher IQ groupings, (2) no significant relationship be-

tween students vocational outlook and the nature of the program in which they were enrolled, (3) females less appropriate in their vocational outlook than males, (4) a decrease with age in inappropriate responses on vocational outlook, (5) as a group non-white subjects were more inappropriate in vocational outlook than white, (6) a less appropriate outlook in the lower IQ group of subjects, (7) more appropriate attitudes in vocational outlook of males following community work placement, and (8) more appropriate vocational attitudes in students from the fathers higher level of occupational and educational groups than in those from the fathers lower level groups. Implications for program planning are made, and further studies are suggested. A bibliography contains 32 references, and appendixes present the program criteria index and the Could You Ever Scale. (DF)

ABSTRACT 10197

EC 01 0197 ED N.A.
Publ. Date 30 Jun 65 166p.
Winchell, William G.; Phelps, William R.
Out of the Shadows, a Program of Evaluation and Prevocational Training for Mentally Retarded Young Adult Females.
West Virginia State Board Vocational Educ., Charleston
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; vocational rehabilitation; females; adolescents; young adults; program development; program evaluation; vocational adjustment; vocational training centers; vocational development; home economics education; participant characteristics; personal adjustment; social adjustment; state programs; job placement; employer attitudes; case studies (education); counselor evaluation; professional personnel; nonprofessional personnel; admission criteria; facilities; program descriptions

An 8-week residential evaluation and prevocational training program for retarded females (ages 16 to 21, IQ's 50 to 75) at a multiple disability rehabilitation center in West Virginia is presented. Purpose and facilities are described, and the project plan is outlined as to application procedure, criteria for admission, advice and consultation, facilities and equipment, and functions of the project staff. Data on the project program treat evaluation, personal and social adjustment, evaluative criteria, utilization of volunteers and students, and views of the social worker and the medical consultant towards the program. The 171 clients of the program are described by referral sources, prevalence of secondary disabilities, geographic distribution, clinic factors, psychometric data, socioeconomic factors (family), disposition of project cases, and cost. The discussion of work placement success includes characteristics of 59 rehabilitated clients, factors related to work placement success, psychometric data, adjustment, and other data. Selected case summaries and the counselor's opinion regarding effectiveness of project services are presented. Employer attitudes toward the mentally retarded are explained in terms of scoring procedure, comparison of group responses, and personal factors related to total attitude mean score. The overview and implications concern what was learned and what is needed. Accompanying the text are two figures, 21 tables, a 45-item bibliography, and four appendixes (detailed statistical data tables, the curriculum guide, policy letters, and project forms). (JD)

ABSTRACT 10262

EC 01 0262 ED N.A.
Publ. Date 66 237p.
Zivan, Morton And Others
Youth in Trouble, a Vocational Approach, a Vocational Rehabilitation Demonstration in a Residential Treatment Center to Meet the Vocational and Community Adjustment Needs of Emotionally Disturbed Youth Adjudged To Be Juvenile Delinquents. Final Report.
Children's Village, Dobbs Ferry, New York
EDRS mf,hc

Descriptors: exceptional child research; vocational rehabilitation; adjustment (to environment); emotionally disturbed; delinquency; vocational adjustment; social adjustment; residential centers; adolescents; males; personal adjustment; psychological needs; social factors; attitudes; environmental influences; special services; counseling; work experience; evaluation; behavior change; behavior; background; testing; student characteristics; occupational guidance

The project attempted to demonstrate feasibility of a comprehensive vocational rehabilitation program encompassing residential and aftercare phases to meet the vocational and community adjustment needs of juvenile delinquents and emotionally disturbed adolescents. Attempts were made to identify the personal, attitudinal, psychological, social, and environmental factors associated with community and vocational adjustment. Selection of the subjects, aged 10 to 18, was made randomly from a list of boys judged as being appropriate for vocational treatment. In addition to an experimental group of 68 subjects who received in-care and aftercare services and a control group of 25 boys who received no services, a second experimental group received the full range of aftercare service, and a comparison group of former in-care residents was used. In-care services included assessment counseling, evaluation and testing, developmental counseling, occupational group guidance, field visiting, and work exposure. Evaluation of the effectiveness of the project was based on (1) the adequacy of the community adaptation and behavior of the experimental group and (2) the occurrence of salutary change in attitudes, perception, and understanding. Results derived from questionnaires, interviews, and psychological tests showed no statistically significant difference between the groups in community adaptation. Statistically significant relationships were found among the following personal and background characteristics of the boys and their community adjustment--age at time of referral, ethnic group, religion, source of family income, rate of delinquency in area of residence, living arrangements at discharge, conformity ratings, length of time in the in-care programs, impulsivity, over conformity, sense of responsibility, and an admission of behavioral problems. Implications and suggestions for future action are discussed. Tables and a 25-item bibliography are provided. Appendixes include questionnaires and tests, scoring systems and data sheets, and correlations. (TM)

ABSTRACT 10330

EC 01 0330 ED 012 541
Publ. Date Jul 66 53p.
Policy and Procedure for a Vocational Education Work-Study Program for Severely Mentally Retarded Pupils.
Santa Cruz Co. Off. Of Educ., Calif.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; administration; vocational education; program planning; trainable mentally handicapped; work study programs; project applications; secondary grades; adolescents; administrator responsibility; federal aid; administrator guides; Vocational Education Act of 1963; P L 88-210

The Santa Cruz County Program for Vocational Education of trainable mentally handicapped students is outlined in terms of the staff and their responsibilities. Sample forms are illustrated. A second section of the document presents information to assist local school systems in the preparation of applications for a vocational education work-study project under the Vocational Education Act of 1963 (P.L. 88-210). Program requirements and purposes, student eligibility, employment conditions, funding, and other topics are stipulated. Detailed guidelines for completion of the work-study application form and the budget application are presented along with a sample agreement between city and school district and a sample application for funds. Details about the Santa Cruz County Work-Study Program, its students, work stations, and finances are outlined. (CG)

ABSTRACT 10421

EC 01 0421 ED 015 608
Publ. Date Aug 67 38 p.
Bitter, James A.; O'Neil, Lawrence P.
Work Experience Center, Habilitation of the Retarded. Final Report.
St. Louis Jewish Employment And Vocational Service, Missouri
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational education; educable mentally handicapped; work experience programs; adolescents; school community programs; vocational

adjustment; cooperative programs; demonstration projects; St Louis County; Missouri

A 3-year project carried out cooperatively by the Special School District of St. Louis County, the Missouri State Division of Vocational Rehabilitation, and the St. Louis Jewish Employment and Vocational Service is described in this final report. A work experience center was established to serve clients between 16 and 21 years with IQ's primarily from 40 to 65. Retarded adolescents participated half days in a work experience program the first year. An alternate week schedule was substituted during the last 2 years. Student participation included 4 weeks of evaluation and 36 weeks of adjustment training. Of 132 referrals, 86 trainees had completed the programs, 23 continued in the program, and 23 had been returned to school full-time primarily because of immaturity. The current program includes general vocational adjustment and specific job preparation and is organized into five phases (ranging from general evaluation and vocational adjustment to employment and followup) through which clients proceed at their own rate. Thirteen implications which the project staff deemed noteworthy are discussed. The report concludes with a 34-item bibliography and appendixes of tables describing clients, the job training sites, and current jobs of former clients. (DF)

ABSTRACT 10447

EC 01 0447 ED 014 187
Publ. Date 66 74p.
Bitter, James A.
Training Guide for Vocational Habilitation.
Work Experience Center, St. Louis, Missouri
Jewish Employment And Vocational Service, St. Louis, Missouri
VRA-1525-64-3
EDRS mf,hc

Descriptors: exceptional child education; vocational rehabilitation; counseling; community programs; vocational counseling; vocational training centers; work experience programs; handicapped; evaluation; job placement; job training; manuals; on the job training; records (forms); rehabilitation programs; vocational adjustment; St Louis

Designed as a guide for counselors of vocational habilitation clients (clients with little or no vocational experience), this manual presents the program developed by the work experience center (WEC) of the St. Louis Jewish Employment and Vocational Service. The major training vehicles used by WEC are habilitation workshops, employer job sites, and classrooms equipped for audiovisual instruction. A five-phase program, ranging from evaluation and general vocational training to final job placement, is outlined in chart form detailing objectives and resources employed by WEC. An appendix presents forms used at the center. The reference list contains 10 items. (SB)

ABSTRACT 10602

EC 01 0602 ED N.A.
Publ. Date 67 272p.
Arthur, Julietta K.
Employment for the Handicapped; A Guide for the Disabled, Their Families, and Their Counselors.
EDRS not available
Abingdon Press, 201 Eighth Avenue South, Nashville, Tennessee 32702 ($5.95).

Descriptors: exceptional child services; physically handicapped; vocational rehabilitation; visually handicapped; orthopedically handicapped; federal aid; federal programs; employment; employment qualifications; employment potential; employment opportunities; government employees; job training; educational programs; college attendance; attitudes; homebound; self employment; directories

Written to serve as a resource for the disabled, their families, counselors, and employers, the book presents vocational information and advice. Topics considered are the nature of disability and its implications, sources of help, preparing to work, the pros and cons of college, meeting the employer halfway, whether or not to tell about one's disability when seeking employment, job training and job opportunities, opportunities in government service, a business of one's own, and on the job at home. A concluding section indicates where to get more information, and gives the names and addresses of organizations, agencies, periodicals, and other publications. (JD)

ABSTRACT 10769

EC 01 0769 ED 025 864
Publ. Date Jun 68 44p.
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Western Interstate Commission For Higher Education, Boulder, Colorado
United Cerebral Palsy Research And Education Foundation, Inc., New York,
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc
VRA-546T66

Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness

Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)

ABSTRACT 10825

EC 01 0825 ED 025 095
Publ. Date Aug 67 410p.
Shulman, Lee S.
The Vocational Development of Mentally Handicapped Adolescents: An Experimental and Longitudinal Study. Final Report. Educational Research Series, Number 40.
Michigan State University, East Lansing, College Of Education
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-32-32-0410-5018
BR-5-0981

Descriptors: exceptional child research; vocational rehabilitation; mentally handicapped; vocational adjustment; educable mentally handicapped; rehabilitation programs; sheltered workshops; vocational development; performance factors; prediction; testing; predictive validity; rating scales; intelligence differences; racial differences; self concept; aspiration; evaluation; participant characteristics; tests

A longitudinal program of workshop-centered rehabilitation services was administered to mentally retarded adolescents. Results with the 36 remaining at the end of 3rd year indicated that most characteristics central to vocational development were stable by early adolescence; a competence cluster of variables covaried systematically; high and low employability groups differed on most basic status variables; and the Purdue Pegboard was the best single predictor of employability. However, neither the control and experimental groups nor the attrition group and the remaining 36 differed significantly. Two employability groups were determined by production and ratings: the high group, composed of lower class Negroes, ranked higher than the low group of middle class whites, on work behavior ratings and IQ levels. The magnitude of the level of aspiration ratios tended to correlate negatively with the employability index and the competence cluster; self concept variables correlated positively for employability for Negroes and negatively for whites. The followup of 33 subjects in the 5th year indicated that when the relationship between rated employability and actual adjustment was calculated, the resulting prediction was significant (p less than .03). (Author/JD)

ABSTRACT 10892

EC 01 0892 ED 016 324
Publ. Date 64 37p.
Vocational Rehabilitation in a Residential Treatment Center. Devereux Fiftieth Anniversary Monograph Series.
Devereux Foundation, Devon, Pennsylvania
EDRS not available

Descriptors: exceptional child education; vocational education; mentally handicapped; emotionally disturbed; vocational rehabilitation; residential centers; rehabilitation programs; vocational counseling; job training; family role; educational programs; rehabilitation centers; vocational training centers; Devereux Schools

The demonstration project in vocational rehabilitation at the Devereux Schools which is described explored a full-scale program for the development of vocational skills and job placement for emotionally disturbed and mentally handicapped adolescents. The organization of the program, which included services of a multidisciplinary staff of professionals, is reviewed; the program content is explained in terms of initial and vocational and clinical evaluation, classroom instruction, counseling services, job training, transitional living, employment opportunities, and followup evaluations. The role of the family in the program and the future development and expansion of the program are discussed. (JK)

ABSTRACT 10926

EC 01 0926 ED 026 770
Publ. Date 30 Jun 66 89p.
Hastbacka, Edwin A.
(Development of an Occupational Training Center for the Mentally Retarded.) Final Project Report.
Worcester Area Occupational Training Center For The Mentally Retarded, Massachusetts
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
VRA-AG-977 P-977-D

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; community programs; program planning; prediction; educable mentally handicapped; trainable mentally handicapped; adjustment (to environment); employer employee relationship; sheltered workshops; day care centers; vocational followup; employee attitudes; multiply handicapped

The Occupational Training Center prepared mentally retarded young adults (over age 15, IQ range 30 to 70, average IQ 55) who were beyond regular schooling for competitive employment. The training program consisted of 60 to 90 mentally and multiply handicapped students per year (35 at a time) and used subcontracts from local businesses. The retardate's initiative or ambition was found to be the most important factor for predicting future job success and the most important person to work with to insure permanency after job placement was the shop foreman. Followup indicated that over 100 who were employed in a 4-year span have been working from 30 days to 3 years and earn $1.25 to $2.75 per hour, a permanent employment rate of 50%. Aspects of the Comprehensive Care Center are described: the Occupational Training Center, a nursery for public school preparation, a day care program, a prolonged employment shop, and social development and recreational programs for all groups. Guidelines for administrative planning and duties are included. (SN)

ABSTRACT 10997

EC 01 0997 ED N.A.
Publ. Date 65 225p.
Meyer, Henry J. And Others
Girls at Vocational High, An Experiment in Social Work Intervention.
EDRS not available
Russell Sage Foundation, 230 Park Avenue, New York, New York 10017 ($5.00).

Descriptors: exceptional child research; delinquency; counseling; personality; behavior; females; adolescents; group therapy; group discussion; group counseling; interpersonal relationship; personal adjustment; emotional adjustment; personal values; behavior change; individual development; individual counseling; social work; social services; caseworker approach; socially deviant behavior

The effect of social work services given to high school girls whose record of earlier performance and behavior at school revealed them to be potentially deviant was studied. Subjects were 400 urban high school freshmen, matched on a number of variables including socioeconomic status and size of family. The group had mainly lower working class occupational backgrounds, and relative to the city census contained a disproportionate number of Negro girls. Experimental subjects received casework treatment and group therapy over an extended period of time from experienced caseworkers. Criteria of successful preventive treatment were school performance and behavior, out of school behaviors such as delinquent acts or pregnancy out of wedlock, personality changes, general attitude, and sociometric data. Social workers felt that most clients showed some change with group therapy; this was considered more successful than individual therapy. Nevertheless, the majority of subjects in both experimental and control groups did have difficulty in school. There were no significant differences between experimentals and controls on any of the objective measures. (EC)

ABSTRACT 11023

EC 01 1023 ED N.A.
Publ. Date Aug 66 113p.
Younie, William J., Ed.
Preparation of Work-Study Teachers of the Mentally Retarded: The Challenge of a Changing Society; Conference Proceedings (Atlanta, Georgia, August 29-31, 1966).
Teachers College, Columbia University, New York, New York, Special Education Department;
Southern Regional Education Board, Atlanta, Georgia, Handicapped Children Project
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; vocational adjustment; vocational education; vocational rehabilitation; educable mentally handicapped; adults; teacher education; work study programs; adjustment (to environment); economic disadvantagement; secondary school students; technological advancement; cultural context; educational programs

Thirty selected conference participants consider their roles in preparing mentally retarded youth for successful vocational adjustment. The impact of technology on society is discussed by S.R. Leavitt; adult adjustment of the mentally retarded, by H.L. Sparks; secondary school programing for the educable mentally retarded, by W.J. Younie; poverty, by P. Botwin; and the preparation of teachers for work study programs, by W.J. Younie. Also included is an explanation of Project Rehabilitation in Special Education, a description of the Southern Regional Education Board, a list of quotable comments from the conference, a summary of suggested implications for action, a list of seven recommendations made, and a roster of the participants. (DF)

ABSTRACT 11025

EC 01 1025 ED N.A.
Publ. Date 66 52p.
DiMichael, Salvatore G., Ed.
New Vocational Pathways for the Mentally Retarded.
American Personnel And Guidance Association, Washington, D. C., American Rehabilitation Counseling Association
EDRS not available
Publications Sales, American Personnel And Guidance Association, 1605 New Hampshire Avenue, N. W., Washington, D. C. 20009 ($1.00).
Papers Presented At The Abraham Jacobs Memorial Symposium: New Pathways In The Vocational Preparation And Rehabilitation Of The Mentally Retarded (Minneapolis, Minnesota, April 1965).

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; vocational education; research reviews (publications); prediction; research problems; occupational training; work study programs; prevocational education; vocational counseling; cooperative planning; vocational adjustment; longitudinal studies; political influences; cultural factors; foreign countries

Vocational preparation and rehabilitation of the mentally retarded are discussed in five selections. Henry Cobb and Shirley Epir present background in prognosis and the role and problems of

predictive studies in the examination of vocational adjustment. Evelyn Deno describes vocational preparation of the retarded in school and discusses the development and evaluation of methods for predicting employability and the implications of findings for school planning. Merle B. Karnes explains work study programs for the handicapped, describing a program for the handicapped in operation in Champaign, Illinois Problems in longitudinal research with mentally retarded persons are presented by Don C. Charles who gives the results of a followup study of subjects first studied by Baller in 1936. David D. Komisar identifies political and cultural factors which influence services for the retarded in Western Europe and in the United States including size, population density, economic conditions, and the impact of automation. (DT)

ABSTRACT 11092

EC 01 1092 ED 025 078
Publ. Date 64 256p.
Jeffs, George A.
The Influence of Occupational Information Counseling on the Realism of Cocupational Aspirations of Mentally Retarded High School Boys. An Experimental Research Project.
Nevada University, Reno, College Of Education
Vocational Rehabilitation Administration (DHEW), Washington, D. C.;
Nevada Rehabilitation Association, Carson City
EDRS mf,hc
VRA-RD-1391-P

Descriptors: exceptional child research; mentally handicapped; slow learners; vocational education; curriculum; occupational aspiration; occupational choice; occupational guidance; vocational adjustment; vocational aptitude; work experience programs; on the job training; interest research; interest scales; socioeconomic status; educable mentally handicapped; curriculum development

In a study on promotion of realistic occupational goals in the mentally and academically retarded, 86 boys (aged 16 to 19 years) from two senior high schools located in two similar, juxtaposed Nevada cities (Reno and Sparks) were utilized. Groups included 16 mentally retarded students (IQ range 53 to 88, mean 78; Social Maturity Quotient range 60 to 80; academic retardation of at least 3 years), 38 slow learners (IQ range 83 to 105, mean 96), and a control group of 32 Track 3 low intellectual and achievement level students. All were pre- and posttested with the Occupational Aspiration Scale; the Wechsler Adult Intelligence Scale and the Socio-Economic Scale were also used. The mentally retarded, who received both on-the-job training and occupational information, and the slow learners, who received just the occupational training, reduced their total occupational aspiration and idealistic level significantly (p less than .01) when compared to the control group who did not significantly reduce either one. However, the slow learner group, in contrast to the mentally retarded, actually increased their idealistic level, indicating that on-the-job training was more effective than occupational information alone. The basic course in occupational information is included. (LE)

ABSTRACT 11108

EC 01 1108 ED N.A.
Publ. Date May 66 124p.
Salmon, F. Cuthbert; Salmon, Christine F.
Sheltered Workshops; An Architectural Guide.
Oklahoma State University, Stillwater, School Of Architecture
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS not available

Descriptors: exceptional child services; sheltered workshops; facilities; facility guidelines; handicapped; building design; building materials; work environment; design needs; architecture; physically handicapped; facility requirements; vocational rehabilitation; physical facilities; community services; site selection; program planning; program design; special services; architectural programing

Based on the observation of 24 sheltered workshops of diverse types and sizes, the guide presents information on architectural programing and planning. The role of the sheltered workshop, community needs, site considerations, and the program are described. In addition, planning principles, work principles, and the physical plant are discussed and graphically illustrated. An appendix provides the following: a checklist for planning and construction; an analysis of materials and methods of construction; a glossary of commonly used terms; American Standard Specifications for making buildings and facilities accessible to and usable by the physically handicapped; and a list of workshops studied. (JD)

ABSTRACT 11280

EC 01 1280 ED 022 295
Publ. Date Dec 64 57p.
Identification and Vocational Training of the Institutionalized Deaf-Retarded Patient. Part I, The Diagnostic Study.
Michigan State Department Of Mental Health, Lansing
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-800S
MDMH-RR-43

Descriptors: exceptional child research; mentally handicapped; aurally handicapped; tests; identification; medical evaluation; speech evaluation; psychological evaluation; auditory tests; deaf; hard of hearing; institutionalized (persons); academic achievement; behavior rating scales; physical examinations; age differences; vocational rehabilitation

In planning vocational rehabilitation, 169 institutionalized deaf retardates (aged 10 to 40) were studied. The 106 males and 63 females were divided into two groups with the median age, 22 years, used as a cutoff point. All received various tests and evaluations. Results indicated that IQ scores ranged from 58 (verbal) to 61 (performance) on the Wechsler with females scoring somewhat lower than males. If sex is disregarded, the older group scored higher than the younger one. The personality tests showed more anxiety in younger patients, with females exhibiting more anxiety and depression then males. No significant relationship between intellectual function and the other diagnostic measures was found. However, patients with the least psychopathology were functioning at the highest intellectual level. No relationship was found between performance IQ and age, sex, age at admission, or length of hospitalization. Achievement tests revealed a mean grade level of 1.9 on arithmetic and 1.7 on reading, with older females performing best. There was wide variability on speech and audiology tests, but younger patients generally performed better on all but the articulation tests, where older females received better scores. (JB)

ABSTRACT 11343

EC 01 1343 ED 003 689
Publ. Date 65 67p.
Gottwald, Henry L.
Factors Affecting Collaboration between School and Vocational Rehabilitation Programs for the Mentally Retarded.
Eastern Michigan University, Ypsilanti
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-S-115

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; cooperative programs; rehabilitation programs; questionnaires; secondary education; teachers; counselors; professional education

The study evaluated the cooperative effort between secondary schools with programs for the mentally retarded (MR) and the regional offices of the Division of Vocational Rehabilitation (DVR). Of the 507 questionnaires mailed to district superintendents, teachers of the MR's, regional offices of DVR, and counselors, 86.8% were returned. Analysis of data was conducted under three major groupings: school districts with secondary programs for the MR, teachers for the MR functioning in these programs, and vocational rehabilitation counselors. The findings indicated that only 30% of the responding districts had made referrals to DVR within the year. Teachers were found to have little exposure to the services of DVR, although counselors agreed that DVR should serve the mentally retarded. It was suggested that more information about the mentally retarded and their school programs should be included in the professional training of rehabilitation counselors. (RS)

ABSTRACT 11502

EC 01 1502 ED 029 403
Publ. Date 30 Sep 67 78p.
Howe, Clifford E.
A Comparison of Mentally Retarded High School Students in Work Study Versus Traditional Programs; The Effects of Off-Campus Placement. Final Report.
Long Beach Unified School District, California
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-4-6-068148-1556
BR-6-8148

Descriptors: exceptional child research; mentally handicapped; work experience; adjustment (to environment); followup studies; educable mentally handicapped; behavior rating scales; salaries; occupations; marital status; unemployed; vocational adjustment; minority groups; vocational education; interviews; case studies (education); individual characteristics; vocational followup

The purpose of this study was to compare the postschool adjustment of educable mentally retarded students having off campus work experience with a contrast group without school sponsored placement and supervision on jobs in the community. The major hypothesis in the investigation was that among educable mentally retarded youths who are enrolled in special classes at the senior high level, those who are engaged in off campus work under supervision of the school will make better community adjustments as adults, than will similar youths who are not engaged in off campus work. Personal interviews were conducted with 68 former students, 2 to 4 years after they had terminated their high school careers. These adults were then rated by several persons as to the adequacy of their adult adjustment. Major findings were as follows: approximately 85% of both groups were gainfully employed, the group without off campus work experience was achieving as well as the group who had received off campus work placement and supervision, and the unemployed in both groups tended to be those who were multiply handicapped or tested near the bottom of the IQ range of the group. (Author)

ABSTRACT 11587

EC 01 1587 ED N.A.
Publ. Date Sep 65 66p.
Warren, Fount G.
The Kent Occupational Education and Training Center.
The Kent Occupational Education And Training Center, Grand Rapids, Michigan
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS not available
Kent Occupational Education And Training Center, 2820 Clyde Park Avenue, S. W., Grand Rapids, Michigan 49509.

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; vocational education; school community programs; work study programs; money management; home economics education; health; family life education; driver education; on the job training; student evaluation; employment experience; case studies (education); program evaluation

A county-wide high school program attempted to prepare educable mentally handicapped students (16 years and over) for adult social and vocational responsibilities. Students spent 2 years in the classroom phase in which the curriculum was divided into five areas: review and evaluation, employment, money, home and family living, and health. Driver education was included in the second year and the emphasis placed on practical applications. Home economics training and work experience training were required, and students were evaluated for personal, social, and occupational strengths and weaknesses. In the third and final year, students were eligible for on-the-job training. The employer was primarily responsible for supervision and evaluation, and students were paid for their services. The results of this program for individuals were reported as case studies; of 21 graduates in 1964, 17 were employed and of 21 1965 graduates, 19 were employed at the time of the study. Results indicated the feasibility and effectiveness of this kind of program. (RJ)

ABSTRACT 11684

EC 01 1684 ED 030 239
Publ. Date Feb 69 48p.
Wyrick, Rex R.
Guidelines and Regulations for the Establishment and Operation of Missouri Extended Employment Sheltered Workshops.
Missouri State Department Of Education, Jefferson City
EDRS mf,hc

Descriptors: exceptional child services; handicapped children; sheltered workshops; state programs; legislation; vocational rehabilitation; state legislation; financial support; business; administrative personnel; budgets; federal legislation; records (forms); Missouri

Determination of the need for workshops for handicapped people, development of a new corporation, the adoption of bylaws, financial considerations, federal laws, workshop staff, resource materials, state law, regulations, and forms, and procedures for establishing an extended employment workshop are mentioned and expanded in appendixes. Appendixes include the following: the sheltered workshop law, regulations for establishment and operation of extended employment workshops, procedure for incorporation, bylaws, a sample budget for the first quarter of a 15-man workshop, federal wage and hour contracts division regulations, a bibliography of 18 items, six applications or reports, and a copy of a shared business agreement. (RJ)

ABSTRACT 11970

EC 01 1970 ED 031 003
Publ. Date 68 77p.
Preventive Rehabilitation; A Promise for the Future.
Rhode Island State Department Of Education, Providence, Division Of Vocational Rehabilitation
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; physically handicapped; state programs; vocational rehabilitation; counseling; interdisciplinary approach; preventive measures; psychological evaluation; medical evaluation; college preparation; day care programs; sheltered workshops; parent counseling; program evaluation; case records; camping; counselor role; participant characteristics; program costs; Rhode Island

To provide preventive treatment, counselors from the Division of Vocational Rehabilitation (DVR) worked through a school project to serve adolescents with disabilities which might make job adjustment difficult. During the 5-year project, over 5,000 adolescents were referred, 1,800 or 40% of whom were in the school project; more than 1,000 or 55% were accepted for treatment, and the other 45% were being processed. Compared to clients in the traditional program, clients in the school project were younger, with about half 14 and 15 years old. All received diagnostic services. The most frequent disability was found to be emotional disturbance; the next most frequent were orthopedic impairments and mental retardation. Special treatment facilities offered included a college program, a day care program at a private mental hospital, community workshops for retarded clients, a group therapy program for emotionally disturbed clients and their parents, and a camp for emotionally disturbed clients. Interviews evaluating the project indicated that the DVR counselor played the crucial role in its functioning; ratings of the counselors indicated that the DVR counselor's relationship with the school guidance counselor was important. Of a sample of 91 active clients, most had been referred at age 14 or 15 for psychological problems. Of nearly 2,300 cases closed during the project, only about half were employed and half were closed after referral. (JD)

ABSTRACT 12074

EC 01 2074 ED 010 620
Publ. Date Jan 67 110p.
Kaplan, Leon L.
Occupational Training Center for 16-18 Year-Old Youth; A Demonstration Program for Potential or Actual Dropouts.
Los Angeles City Schools, California
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-4-7-062958-0417
BR-6-2958

Descriptors: exceptional child research;

program planning; vocational education; job training; job skills; dropout programs; potential dropouts; work study programs; work experience programs; part time jobs; blue collar occupations; white collar occupations; surveys; demonstration centers; surveys; individualized programs; on the job training; dropouts

A survey was conducted to determine necessary procedures for establishing work-study programs for actual or potential dropouts, ages 16 to 17, in the Los Angeles Unified School District. The study determined that such programs would stress individually oriented, occupational training with supportive emphasis on academic skills. A special task force conducted the survey, gathering data from a review of pertinent literature and from interviews and conferences with potential and actual dropouts, school district personnel, and representatives from labor, industry, and government. The task force recommended the establishment of two demonstration centers for vocational education, one to train students for employment in the aviation, electronics, and aerospace industries, and the other to provide training for governmental and industrial office occupations. Job orientation, work observation, and on-the-job paid experience would be included in the curriculum. Both centers would offer the opportunity to complete requirements for a high school diploma. (JH)

ABSTRACT 20294

EC 02 0294 ED N.A.
Publ. Date Oct 69 4p.
Viskant, Kathryn And Others
Vocational Counseling of the Visually Handicapped in Illinois High Schools.
EDRS not available
New Outlook Blind; V63 N8 P251-4 Oct 1969

Descriptors: exceptional child research; visually handicapped; vocational counseling; guidance counseling; resource teachers; itinerant teachers; interagency cooperation; testing; occupational information; Illinois

Questionnaires were sent to high school guidance counselors and special teachers to study vocational counseling services for the visually handicapped. Information obtained from the 26 returned questionnaires indicated visually impaired students were assigned to a counselor in the same manner as other students; formal vocational counseling began in pre-freshman year; intelligence, aptitude, achievement, interest, and personality tests were given; and occupational literature in special form was available. The information received also suggested that teachers and counselors are not aware of positions open to the visually impaired. Counselors reported their greatest problem was the lack of time to work individually with the students, while teachers did not indicate that time was a problem. (JP)

ABSTRACT 20358

EC 02 0358 ED N.A.
Publ. Date Jun 65 126p.
Smith, Janet
Secondary School Educable Mentally Handicapped. Program Guidelines.
Lincoln Public Schools, Nebraska
EDRS not available
Lincoln Public Schools, 720 South 22nd Street, Lincoln, Nebraska 62510.

Descriptors: exceptional child education; mentally handicapped; curriculum; social studies; curriculum guides; educable mentally handicapped; secondary grades; vocational education; regular class placement; student evaluation; sciences; mathematics; reading; language arts; health; art; music; guidance; business subjects

Designed for use with educable mentally handicapped students in secondary school, the program is intended to develop responsible citizens through social, civic, and occupational training. Program development is explained and goals presented. Guidelines are given for the following units: at the junior high level, guidance, health, social studies, reading, language arts, arithmetic, science, typing, industrial arts, and fine arts; at the senior high level, on modern problems, social living, history, geography, English, arithmetic, and biology. The guidelines specify objectives, experiences, and activities as well as films, reference books, and other instructional materials. Guidelines are also given for a special employment program; and information is provided concerning assignment of pupils to regular classes and reporting to parents. (BW)

ABSTRACT 20432

EC 02 0432 ED N.A.
Publ. Date 69 76p.
The Vocational Rehabilitation Problems of the Patient with Aphasia Workshop (Kalamazoo, Michigan, May 15-16, 1967).
Western Michigan University, Kalamazoo, Department Of Speech Pathology And Audiology
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS not available
U. S. Depatrment Of Health, Education, And Welfare, Social And Rehabilitation Service, Rehabilitation Services Administration, Washington, D. C. 20201.

Descriptors: exceptional child services; language handicapped; aphasia; vocational rehabilitation; speech therapists; agency role; vocational counseling; counselor role; emotional problems; perceptually handicapped; social adjustment; neurological defects; receptive language; expressive language

The vocational rehabilitation problems of patients with aphasia are discussed with a view toward stimulating state vocational rehabilitation agencies to train special counselors to work with these patients. The report delineates the relationship of roles between speech pathologists, vocational rehabilitation counselors, and state and federal vocational rehabilitation agencies in dealing with vocational rehabilitation problems. Associated psychological, social, physical, and receptive and expressive language problems encountered in the rehabilitation of the aphasic are noted and a bibliography on vocational rehabilitation problems is presented. (KN)

ABSTRACT 20594

EC 02 0594 ED 015 562
Publ. Date 64 95p.
Lord, Francis E., Ed.
Institutes on Work Education for Educable Retarded Youth.
California State College, Los Angeles
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; vocational education; curriculum; educable mentally handicapped; job placement; program planning; secondary schools; state programs; student evaluation; vocational rehabilitation; work experience programs

This booklet contains summaries of eight general session speakers and abstracts of 17 panel presentations from two institutes held at California State College at Los Angeles on February 6 and June 26, 1964. The institutes were designed to assist secondary schools in the establishment of work-education programs. Topics concerning vocational education, curriculum, job placement, and student evaluation are discussed by the speakers. Some existing work experience programs are described. General session presentations summarized are the National Challenge of Mental Retardation by Morton A. Seidenfeld, The Retarded in the Work World by Julius S. Cohen, Work Assessment of Secondary Youth in the Minneapolis School Project by Evelyn Deno, An Approach through Special Education and Vocational Rehabilitation in Preparing Educable Retarded Youth for Work by Charles S. Eskridge, and Problems and Issues in California by Wayne Campbell. Elements of Successful Work Education Programs by Julius S. Cohen, Secondary Curriculum and Work Education by Jerome Rothstein, and Problems in the Placement of Retarded Youth by Julius S. Cohen are also considered. (DE)

ABSTRACT 20599

EC 02 0599 ED 011 929
Publ. Date 66 45p.
Vocational Education for Persons with Special Needs.
California State Department Of Education, Sacramento, Vocational Education Section
EDRS mf,hc

Descriptors: exceptional child research; vocational education; educational needs; dropout identification; low ability students; dropout prevention; mentally handicapped; middle aged; older adults; socioeconomic status; continuation education; emotionally disturbed; delinquents; minority groups; underachievers; physically handicapped; small

schools; employment opportunities; disadvantaged youth

A survey of research was made to identify the vocational needs of individuals with special problems. Completed studies, research-in-progress, and current proposals were included. Topics covered in this summary are aging, continuation education, the culturally deprived, delinquency, dropouts, emotional disturbance, low ability, mental retardation, minority racial groups, physically handicapped students, small schools, socioeconomic studies, underachievers, and work opportunities. A bibliography is included. (MS)

ABSTRACT 20639

EC 02 0639 ED N.A.
Publ. Date 66 189p.
Crawford, Fred L.
Career Planning for the Blind; A Manual for Students and Teachers.
Hadley School For The Blind, Winnetka, Illinois
Rehabilitation Services Administration, (DHEW), Washington, D. C.
EDRS not available
Farrar, Straus, And Giroux, Inc., 19 Union Square West, New York, New York 10003 ($3.95).

Descriptors: exceptional child services; visually handicapped; vocational rehabilitation; community resources; employment practices; occupational guidance; blind; career planning; vocational counseling; job market; self evaluation; occupational information; retirement; employment opportunities; vocational adjustment; adjustment (to environment)

Developed for use by blind persons and helpful to vocational counselors, the text includes information on careers, the labor market and the world of work, occupational choice, factors which contribute to individual success, the effect of blindness on the development of a career, community resources available to assist in career planning, measurement and evaluation of skills, occupational information, techniques for self appraisal, laws and customs governing employment in the U.S., skills for job attainment, resources available for assistance in getting a job, personal factors bearing on success, new careers in business or self employment, and planning for retirement. There are 65 items in the bibliography and a workbook of lesson assignments for each chapter. This book is also available in braille and recorded form. (LE)

ABSTRACT 20654

EC 02 0654 ED 031 824
Publ. Date 68 102p.
Kokaska, Charles J.
The Vocational Preparation of the Educable Mentally Retarded.
Eastern Michigan University, Ypsilanti
EDRS not available
Charles J. Kokaska, California State College, Long Beach, California 90801.

Descriptors: exceptional child research; mentally handicapped; vocational education; work experience programs; educable mentally handicapped; job placement; employment opportunities; vocational counseling; urban schools; automation; research reviews (publications); vocational followup; school community programs

A random sample of 400 urban public school systems having high school classes for the educable mentally retarded was surveyed to determine whether programs used a school-community work experience approach to the training and placement of mental retardates and whether these programs were keeping up with changing skill demands. A 22-item questionnaire was completed by 316 school systems. Secondary special class enrollments were approximately 66,373 and vocational placements approximately 11,368 during the 1965-66 school year; 225 systems began special class programs during 1957-66; of 308 systems, 68.5% awarded some form of high school diploma; and length of special class programs was evenly divided between 3 and 4 years. Findings indicated that work experience programs decreased with a decrease in size of urban population; 92.7% of these programs developed from 1957 to 1966; public agencies were important in the success of these programs; and the trend was toward an introduction, earlier than 10th grade, to work experience. Evidence suggested that retardates were successful in a variety of skilled and unskilled jobs and that training was taking place in newer areas of industry; service emphasized. (MS)

ABSTRACT 20782

EC 02 0782 ED 032 411
Publ. Date (68) 52p.
Program of Vocational Rehabilitation for Young Adult Offenders.
Pennsylvania State Correctional Institution, Camp Hill;
Pennsylvania State Department Of Justice, Harrisburg, Bureau Of Correction
EDRS mf,hc

Descriptors: exceptional child education; institutions; attitudes; academic ability; achievement; supplementary education; bibliographies; college credits; correctional education; course descriptions; curriculum; delinquent rehabilitation; job placement; males; occupational guidance; program administration; program descriptions; remedial arithmetic; remedial programs; remedial reading; vocational education; vocational rehabilitation; young adults; Elementary and Secondary Education Act Title I Program

Full development of the educational, occupational, and attitudinal abilities of young delinquents admitted to the Camp Hill State Correctional Institute is stated to be the object of this Elementary and Secondary Education Act Title I Program. Young adults 15-21 years committed to Camp Hill are cited to average 6.1 on the standard educational battery test and 6.17 on their outside scholastic record. The program provides supplemental training and educational experience to all traditional routines, and develops new courses such as Industrial Electronics, Automotive Diagnostics, Office Practice, Television Repair, Trade Drafting, Photographic Techniques, and a program of vocational guidance counseling. Students with reading and arithmetical deficiencies reportedly received special instruction. Results show that of the more than 400 participants, only 38 were dropouts from the program, and during 4 years of program operation, almost 800 inmates have earned their high school diplomas with a similar number acquiring certificates ranging from 8th through the 11th grade. College credit courses conducted by college faculty are also described. (CH)

ABSTRACT 20788

EC 02 0788 ED 029 973
Publ. Date Dec 68 43p.
Sandhofer, Richard G.; Nichols, Jack L., Ed.
The Development of Specialized Educational Programs for Poor Learners for Use in Non-Educational Settings. Final Report.
Minneapolis Rehabilitation Center, Inc., Minnesota, Research And Development Division
Office Of Education (DHEW), Washington, D. C.;
United Fund Of Minneapolis, Minnesota
EDRS mf,hc
OEG-6-85-088
BR-5-0191

Descriptors: exceptional child education; adult vocational education; audiovisual instruction; autoinstructional aids; autoinstructional programs; experimental programs; individualized instruction; job skills; job training; material development; custodial training; program descriptions; programed instruction; machinists; slow learners; vocational rehabilitation; vocational education; instructional materials

Automated audio visual vocational training courses for duplication machine operator and janitor occupations are presented for poor learners to use in rehabilitation centers, state hospitals, etc. A description of program development includes: surveying pertinent literature in the field of program learning of occupations; visiting business and industrial concerns to determine trainee responsibilities; training curriculum development personnel; preparing, testing and revising subject matter; selecting a presentation system; intergrating the content and presentation system; and monitoring trainee performance in the completed program. The teaching system used contains programed question and response booklets, tape recordings, color slides, structured practice, and human supervision. The conclusion that programs imparted the necessary skills to poor learners, and could be effectively used in non-educational setting is made. Individualized vocational training for poor learners is noted to have some

distinct advantages, along with techniques used with similar job training programs for other occupations. The development and reproduction of the programs is reported to be time-consuming, difficult and costly. (FP)

ABSTRACT 20828

EC 02 0828 ED 032 695
Publ. Date Aug 69 131p.
Young, Earl B., Ed.
Vocational Education for Handicapped Persons; Handbook for Program Implementation.
Pittsburgh University, Pennsylvania
Office Of Education (DHEW), Washington, D. C., Division Of Vocational And Technical Education
EDRS mf,hc

Descriptors: exceptional child education; vocational education; administration; program planning; cooperative programs; vocational rehabilitation; rural areas; community involvement; aurally handicapped; visually handicapped; physically handicapped; professional personnel; interagency cooperation; student evaluation; mentally handicapped; speech handicapped; organizations (groups); federal laws

Information on vocational education for the handicapped considers the following: different types of handicaps; cooperation and interagency involvement; services available from vocational rehabilitation; a model for a state-wide cooperative agreement; programs and services; and provision of services in rural areas. Community involvement in vocational education services for the handicapped is discussed as are considerations in planning vocational education for the hearing impaired, for the visually impaired, and for the physically handicapped. Personnel preparation, utilization, and interactions are also discussed. Regional instructional materials centers and agencies and organizations in the field of the handicapped are listed; the Vocational Education Amendments of 1968 and references are included. (RJ)

ABSTRACT 20856

EC 02 0856 ED 028 551
Publ. Date 15 Aug 62 108p.
Schmidt, Paul And Others
Work Adjustment Program for Disabled Persons with Emotional Problems. Final Report.
Indianapolis Goodwill Industries, Indiana
Office Of Vocational Rehabilitation (DHEW), Washington, D. C.
EDRS mf,hc
DP-RD-275

Descriptors: exceptional child research; multiply handicapped; vocational rehabilitation; job placement; followup studies; demonstration projects; administration; supervisors; mentally handicapped; emotionally disturbed; physically handicapped; epilepsy; clinical diagnosis; vocational counseling; adjustment (to environment); vocational adjustment; personal adjustment; evaluation; workshops; behavior rating scales; sheltered workshops; Goodwill Industries

A 4-year demonstration project at Indianapolis Goodwill Industries applied work adjustment knowledge, methods, and techniques to assist 200 clients, ages 17 to 58 years, mean IQ 90, who were severely disabled with handicaps including mental retardation, epilepsy, emotional disturbances, and/or physical handicaps. After a diagnostic evaluation clients were assigned to a job; supervisors, caseworkers, and psychologists provided support or criticism directed toward shaping work attitudes and helping the person see himself realistically. Evaluation techniques considered interpersonal relations, utilization of ability, work satisfaction, adjustment to work pressure, and self concept as a worker. Supervisors and other staff members also rated workers for employability and placeability; followup studies were done. Of the 159 clients who completed the program, 129 were placed on jobs. Conclusions were that techniques used in the project were practical and effective for the majority of clients and that clients tended to show better adjustment. Administrative problems, the role of supervisors, and implications for the future are discussed; six case histories, 29 tables of information about clients, and 11 forms and rating scales are included. (RK)

ABSTRACT 20857

EC 02 0857 ED 028 552
Publ. Date Apr 68 140p.
Dayan, Maurice
Validation of the Vocational Capacity Scale Utilizing Institutionalized Retardates. Final Report.
Pinecrest State School, Pineville, Louisiana, Training And Research Department
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
VRA-RD-1619-P

Descriptors: exceptional child research; mentally handicapped; tests; vocational rehabilitation; institutionalized (persons); young adults; predictive validity; test validity; test interpretation; employment potential; employment levels; trainable mentally handicapped; educable mentally handicapped; factor structure; predictive ability (testing); rating scales; sheltered workshops; day care services; test reliability; success factors; Vocational Capacity Scale

A 3-year study was conducted to validate the eight-factor Vocational Capacity Scale (VCS), designed for use with the retarded. Subjects were 366 institutionalized mental retardates, both educable and trainable, aged 15 to 30, who were administered the VCS twice, 1 year apart. Social workers and staff worked individually to promote the highest level of vocational functioning for each subject. At the end of 2 years, the subjects were assigned to one of three criterion groups: day care, sheltered employed, and competitively employed. Members of the sheltered employed group were assigned to one of five job levels; a job analysis was completed. Data indicated that the VCS maintained its levels of reliability and predictive ability; that it did differentiate between job levels in a sheltered setting; that the classification of job levels in a sheltered setting could be improved through job analysis. It was also found that the VCS measured four factors: non-intellectual routine work, general ability or intelligence, general health, and maturity of stick-to-it-tiveness; and that the VCS normative data in the instititionalized setting was different from data in a community sheltered workshop setting. (LE)

ABSTRACT 20883

EC 02 0883 ED 028 580
Publ. Date 26 Feb 69 20p.
Gallagher, James J.
Vocational Education, Special Education and Vocational Rehabilitation; A Marriage of Professionals Needed for Handicapped Children.
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
Address Made At The National Conference On Vocational Education For Handicapped Persons (Pittsburgh, Pennsylvania, February 26, 1969).

Descriptors: exceptional child education; vocational education; legislation; rehabilitation programs; interdisciplinary approach; handicapped children; federal aid; cooperative programs; prevocational education; school programs; vocational rehabilitation; educational coordination; agency role; school services; special programs; Public Law 89 313; Elementary and Secondary Education Act; Vocational Education Act; Vocational Education Amendments; Bureau of Education for the Handicapped

Problems of vocational education programs are discussed beginning with legislation affecting the handicapped. Provisions considered are Titles I and III of the Elementary and Secondary Education Act (ESEA), the Vocational Education Act of 1963, and the Vocational Education Amendments of 1968. The number of handicapped children served and the financial expenditures are mentioned. Vocational education in institutions is considered in connection with Public Law 89-313 and Title VI-A of ESEA, which provide federal aid. Projects located at or sponsored by the following are described: the Lincoln State School; the Branden Training School; the Berkeley Unified School District; the New Hampshire State Department of Education; and the Board of Education, New York. The contributions of vocational education, vocational rehabilitation, and special education to training the handicapped and the coordination of programs are discussed. Also discussed are the work of the Bureau of Education for the Handicapped and its divisions of research, training programs, and educational services, major objectives in the field of vocational education, and the intent of Congress on coordination of efforts. (RJ)

ABSTRACT 20909

EC 02 0909 ED 027 649
Publ. Date 64 49p.
McPherson, Hoyt; Stephens, Thomas M.
Developing a Work-Experience Program for Slow Learning Youth. A Report of a Three Year Extension and Improvement Project.
Ohio Bureau Of Vocational Rehabilitation, Dayton;
Dayton Public Secondary Schools, Ohio, Vocational Rehabilitation Of The Mentally Retarded
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational education; work study programs; educable mentally handicapped; vocational rehabilitation; teacher role; vocational counseling; parent counseling; job placement; employer attitudes; food service occupations; custodian training; health occupations; child care occupations; money management; vocational adjustment; Dayton; Ohio

A work experience program for educable mentally handicapped youth in special classes included 215 students, 138 of them in 11th grade (105 boys, 33 girls) and 77 in 12th grade (47 boys, 30 girls). Their mean chronological age was 18-6 years and their mean IQ was 73 with a range of 52 to 82. The program coordinator of the Ohio State Department of Special Education developed the work study program; coordinated it with the Bureau of Vocational Rehabilitation, the Citizens' Advisory Committee, and the Technical Advisory Committee; obtained job placement; and shared supervisory responsibilities with the teacher-counselors, who were assigned to participating schools. Of the unskilled job placements obtained, 50% were in food service areas and 30% in porter or custodial areas. Hospital placements were also recommended; service stations and domestic homes were not. The gross annual earnings of students were $118,000. Success was related to on the job supervision, and the teacher-counselor's interview with each student on pay day was important. In a followup study of 73 graduates of the special classes, 89% of the 44 who had participated in the program were working while only 35% of the 29 who had not participated were working. (SN)

ABSTRACT 20922

EC 02 0922 ED 027 653
Publ. Date Apr 63 74p.
Rusk, Howard A. And Others
Specialized Placement of Quadriplegics and Other Severely Disabled. Final Report.
New York University, New York, Institute For Physical Medicine And Rehabilitation
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
VRA-RD-509

Descriptors: exceptional child research; physically handicapped; vocational adjustment; vocational rehabilitation; medical services; special services; group counseling; occupational surveys; job placement; orthopedically handicapped; demonstration projects; employment services; counseling services; employment experience; adults; statistical surveys; quadriplegia

To help quadriplegics and other severely disabled achieve vocational placement and confront the catastrophic impact of quadriplegia on bodily function (as detailed in the report), a rehabilitation team provided medical, various special, and vocational rehabilitation services. The 100 clients (59% men, 79% less than 45 years and 62% between 20 and 39) were evaluated for physical capacities and job-task performance. Of the 100, 62 received and completed intensive training services, including vocational adjustment training, psychosocial services, and group counseling. Various job placement and promotion techniques were utilized. Of these 62, 25 were quadriplegics, 23 of whom were placed in gainful employment. Of the remaining 37 who had various degrees of severe disability, 30 were placed. Also part of the project was a mail survey made to determine the current employment experience of the quadriplegic. Of 355 persons contacted, 177 responded, of whom 69 were employed and 18 were attending college. Further descriptive data, six case studies, four recommendations, and 12 references are included. (JD)

ABSTRACT 20925

EC 02 0925 ED 027 659
Publ. Date Nov 64 136p.
Harvey, Jasper And Others
Special Class Curriculum and Environment and Vocational Rehabilitation of Mentally Retarded Young Adults. Final Report.
Alabama University, University, Department Of Special Education
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
P-RD-842

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; student evaluation; curriculum planning; case records; demonstration projects; educable mentally handicapped; behavior rating scales; workshops; letters (correspondence); referral; administration; evaluation techniques; student attitudes; followup studies; vocational adjustment; parent involvement; job training

Ten demonstration projects were established in selected rehabilitation facilities in cooperation with other agencies to serve mentally retarded young adults (ages 16 to 21 years, IQ's 50 to 75). Pupils in special class-workshop settings were evaluated by workshop managers, teachers, and rehabilitation counselors. Each project teacher was responsible for orienting the curricula toward the student's needs based on the area where he lived with the focus on developing social adequacy; consideration was given to the rehabilitation process as an integral function. Procedures for admission, evaluation, counseling, and job training and placement were developed. Sixty-two of the 209 students (29.67%) were rehabilitated under the project and were also clients of vocational rehabilitation; 13 were rehabilitated through other means; 24 were in training, in school, or in sheltered employment; seven worked part-time; three were homemakers; 44 were still in project classes; and 56 were non-rehabilitated. Problems in student selection and recommendations for future vocational programs are discussed; forms and letters used in data collection are provided. (LE)

ABSTRACT 20926

EC 02 0926 ED 027 660
Publ. Date 62 149p.
Gragert, H. T.
Work-Citizenship Preparation Services for Mentally Retarded Adults.
Goodwill Industries, Kansas City, Missouri
Vocational Rehabilitation Administration (DHEW), Washington, D. C.;
Missouri Section For Vocational Rehabilitation, Jefferson City;
Kansas Vocational Rehabilitation Service, Topeka
EDRS mf,hc

Descriptors: exceptional child research; vocational rehabilitation; mentally handicapped; attitudes; administration; staff role; self concept; clinical diagnosis; work experience programs; adjustment (to environment); task analysis; group living; self care skills; on the job training; job skills; job placement; citizenship; family life education; educable mentally handicapped

An experimental vocational rehabilitation program for the mentally retarded (mean IQ 65.8, mean level of academic achievement 3rd grade) was conducted by Goodwill Industries from December 1958 to November 1962. Of 371 clients who were evaluated for occupational, academic, and vocational abilities, 337 completed the full diagnostic phase of the program. Clients lived at home or in a boarding home; in addition to job skills they were trained in family living, personal hygiene, conduct, citizenship, and work attitudes. Jobs were broken into separate tasks; clients received tryouts in from three to seven work areas and were evaluated in each. A number of trainees received on the job training at other agencies. Ninety-six or 28.5% of the trainees were dropped from the program primarily because of behavioral disturbances that could not be resolved in the scope of the program. Of those who completed evaluation, 33 were placed in competitive jobs, three were recommended for further diagnosis, 26 for training in trade schools, and 179 for training in Goodwill Industries. Results indicate that the mentally retarded can successfully be trained to be employable and to live satisfactorily in the community; additional programs are needed to prevent or alleviate behavior problems which prevent otherwise capable persons from getting and holding jobs. (RP)

ABSTRACT 20950

EC 02 0950 ED 033 490
Publ. Date Aug 68 77p.
Means, Howard; Hammett, Ron
Rehabilitation Programs in the Public Schools; a Handbook for Counselors and Supervisors.
Rehabilitation Services Administration (DHEW), Washington, D. C.;
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; vocational education; mentally handicapped; work study programs; vocational rehabilitation; educable mentally handicapped; administration; administrative personnel; junior high school students; physically handicapped; cooperative programs; job placement; program budgeting; expenditures; staff role; student evaluation; work experience programs; agency role

The work experience program of the Department of Vocational Rehabilitation, which provides vocational, educational, and social experiences for mentally handicapped adolescents while they are still in the school setting, is described. Information is given on the Department's responsibilities, on methods used to bridge the gap between the student's school experiences and gainful work experiences, and on ways to assist in the evaluation of the student's potential and to bring ancillary services to the student which schools cannot provide. Program funding, administrative structure, guidelines for implementing the program, and descriptions of the in-school work experience program, the physically disabled program, and the junior high program are outlined. An appendix provides samples of a proposed budget, office supply list, group counseling topics, and other information on program provisions. (WW)

ABSTRACT 20965

EC 02 0965 ED 033 505
Publ. Date May 69 48p.
Gold, Marc William
The Acquisition of a Complex Assembly Task by Retarded Adolescents. Final Report.
Illinois University, Urbana, Department Of Special Education
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-0-9-232021-0769(032)
BR-8-8060

Descriptors: exceptional child research; mentally handicapped; discrimination learning; vocational rehabilitation; task performance; trainable mentally handicapped; sheltered workshops; learning characteristics; transfer of training; multisensory learning; educational methods; intermode differences

Sixty-four moderately and severly retarded individuals enrolled in four sheltered workshops learned to assemble a 15 piece and a 24 piece bicycle brake. Training procedures utilized information obtained from the basic psychological research on discrimination learning. One-half of the subjects worked with the parts of the training task brake as they came from the factory (Form Only). The others worked with parts that were color coded (Color Form). Coding consisted of painting that surface of each part that is facing the subject when it is placed in the proper position for assembly. All groups worked with the parts of the transfer task brake as they came from the factory (Form Only). Half of the subjects learned the tasks to a criterion of six correct out of eight consecutive trials, the other half performed 20 trials beyond criterion on the training task brake (overlearning). The Color Form groups learned the training task brake significantly faster than the Form Only groups. No significant overlearning effect was found. (Author)

ABSTRACT 21025

EC 02 1025 ED N.A.
Publ. Date Jul 65 24p.
Mocek, Eve And Others
Report of Special On-the-Job Training Demonstration Project for Mentally Retarded Youth and Adults.
Children's Health Home For Mentally Retarded Children And Adults, Inc., San Mateo, California
EDRS not available
Children's Health Home For Mentally Retarded Children And Adults, Inc., 515 East Poplar Avenue, San Mateo, California 94401.

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; vocational adjustment; adjustment (to environment); educable mentally handicapped; trainable mentally handicapped; young adults; prevocational education; demonstration projects; individual counseling; group counseling; parent counseling; sheltered workshops; psychological evaluation

Eighteen mentally retarded young adults, aged 16 and over, were examined, and 14 (IQ range 30 to 68) received basic prevocational skill training during a 10-month project in a sheltered workshop situation. Vocational instructors worked in close personal relationships with trainees towards improved basic work skills, motivation, work tolerance, and social and emotional adjustment. Trainees worked on up to six sub-contracts; monthly time studies were administered, and trainees were paid according to their productivity. Individual and group counseling sessions were held for trainees and for parents. Progress of trainees in bridging the gap from public school programs to sheltered workshops (success in personal adjustment and ability to produce) was noted in most cases. Nine tables summarize trainee characteristics, psychological test data, diagnoses, production records, attendance records, and placement. (LE)

ABSTRACT 21080

EC 02 1080 ED N.A.
Publ. Date 69 326p.
Malikin, David, Ed.; Rusalem, Herbert, Ed.
Vocational Rehabilitation of the Disabled: An Overview.
EDRS not available
New York University Press, Washington Square, New York, New York 10003 ($7.95).

Descriptors: exceptional child services; handicapped; vocational rehabilitation; rehabilitation programs; evaluation; rehabilitation counseling; vocational adjustment; motivation; professional personnel; legislation; productive living; sociocultural patterns; socioeconomic influences; counseling theories; standards; social attitudes

A collection of writings by various contributors discusses the following areas: past and present concerns involving the current scene in vocational rehabilitation, historical background, and legislative contributions; philosophical concerns of the meaning of work, the development of vocational potential, and psychosocial aspects of disability; and the vocational rehabilitation process including referral, evaluation, treatment, training, job placement, followup procedures, and the role of research. The area of counseling is examined in terms of the implication of personality theory, general theories of counseling, and selected techniques, followed by a description of professional concepts and the status of the profession. Discussion questions following each chapter and an 188-item bibliography are included. (LE)

ABSTRACT 21097

EC 02 1097 ED 029 146
Publ. Date Jun 68 198p.
The Effectiveness of Early Application of Vocational Rehabilitation Services in Meeting the Needs of Handicapped Students in a Large Urban School System. Final Report of a 5-Year Collaborative Study.
New York State Education Department, Albany, Division Of Vocational Rehabilitation
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-829

Descriptors: exceptional child research; educable mentally handicapped; emotionally disturbed; individual characteristics; longitudinal studies; physically handicapped; prevocational education; questionnaires; socioeconomic status; urban youth; vocational development; vocational rehabilitation

This study was designed to test the belief that severely handicapped children are comparatively unready to utilize vocational services at the time they leave school, because, in comparison with normal children, they have not been exposed to a variety of prevocational work experience in their formative

years. The study sample comprised approximately 280 handicapped children ranging in age from 14 to 17. The children were subdivided into three disability groupings: the physically disabled, the educable mentally retarded, and the emotionally disturbed. It was found that the physically disabled children evidenced more benefit from the services than did the other two groupings. The mentally retarded showed gains in socialization but not in employability, and the emotionally disturbed children did not show any significant benefits. It is believed that prevocational services will be more effective if they are provided within the school system itself. A related document is ED 015 314. (CH)

ABSTRACT 21098

EC 02 1098 ED 030 921
Publ. Date Oct 68 29p.
Tyson, Kenneth L.
Resource Guide to Selected Materials for the Vocational Guidance of Slow Learners.
EDRS mf,hc

Descriptors: exceptional child education; bibliographies; occupational guidance; publications; resource guides; resource materials; slow learners; vocational education; instructional materials; vocational counseling

This resource guide, compiled for reference use by teachers, counselors, and other people involved with the vocational guidance and education of slow learners, contains materials selected on the basis of having a direct use for or application to the specified area. While no consistent bibliographical form is used, the following categories have been designed to facilitate use of the guide: audio-visual materials, bibliographies, classroom materials, including textbooks and self study materials, curriculum materials, periodicals in the area of vocational guidance for the slow learner, professional materials intended to aid the teacher and counselor in keeping up to date on vocational guidance and occupational information applicable to the slow learner, and research and demonstration projects of interest to helping persons in the field of vocational guidance for the slow learner. The research reported herein was funded under Title III, Elementary and Secondary Education Act. (Author/CJ)

ABSTRACT 21104

EC 02 1104 ED 027 373
Publ. Date Jun 66 75p.
Younie, William J., Ed.
Guidelines for Establishing School-Work Study Programs for Educable Mentally Retarded Youth. Vol. 48, No. 10.
Virginia State Department Of Education, Richmond, Special Education Service
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; administrator guides; program development; standards; vocational education; work study programs; Institute for Local Directors of Special Education

An outcome of the Institute for Local Directors of Special Education held in Charlottesville, Virginia, March 3-5, 1965, the document recognizes the great variance in local conditions and is intended as a guide for local administrators rather than a statement of specific policy. Sections include: Historical Perspectives by Jennie Brewer, Philosophical Guidelines and Organizational Guidelines by William J. Younie, Curriculum Guidelines by Jennie Brewer and Howard L. Sparks, Administrative Directions by Harrie M. Selznick, and State Rehabilitation Services by R.W. McLemore. In the final section on capsule programs intended to stimulate thinking about terminal programs, William J. Younie presents nine program descriptions each of which is a composite of two or more actual programs. (JK)

ABSTRACT 21115

EC 02 1115 ED 025 594
Publ. Date 67 42p.
Trends in Vocational Education for the Deaf. Training Manual. A Report of the Workshop for Improving Instruction of the Deaf. (Ball State University, Muncie, Indiana, July 10-August 11, 1967).
Ball State University, Muncie, Indiana
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS mf,hc

Descriptors: exceptional child education; attitudes; employment opportunities; conference reports; teacher qualifications; educational trends; instructional improvement; occupational guidance; prevocational education; program development; vocational education; aurally handicapped; Workshop for Improving Instruction of the Deaf

This report contains an overview which traces the technological revolution of the last 50 years and the impact it has had on blue collar workers, especially deaf blue collar workers. The prevocational program is discussed and a vocational program that fits most facilities in schools for the deaf is presented. Desirable vocational teacher qualifications are reviewed, and sources where vocational teachers may be recruited are explored. Suggestions are made regarding areas that may provide increased employment opportunities for the deaf worker of the future. Finally, a list of government programs in the area of and related to vocational education is provided. Basically, these are opportunities which the local school system might explore for purposes of acquiring support. Related documents are VT 005 013 and VT 005 015. (CH)

ABSTRACT 21116

EC 02 1116 ED 025 593
Publ. Date 67 196p.
Annotated Bibliography of Instructional Media; Vocational Education for the Deaf. Training Manual. A Report of the Workshop for Improving Instruction of the Deaf (Ball State University, Muncie, Indiana, July 10-August 11, 1967).
Ball State University, Muncie, Indiana
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; annotated bibliographies; audiovisual aids; business education; conference reports; instructional materials; educational resources; graphic arts; home economics; instructional media; metal working occupations; occupational guidance; vocational education; woodworking; evaluation; Workshop for Improving Instruction of the Deaf

The purpose of this bibliography is to identify and to annotate the sources which can be helpful in presenting materials to deaf students and to reinforce learning in various vocational areas. Vocational resources for selected areas of vocational education were reviewed, evaluated, and annotated by two committee members in each of the following sections: graphic arts, metals, woods, home economics, and business education. Committee members were qualified vocational teachers of the deaf, each having an average of 20 years of experience in the field. Committee members reviewed over 700 resource items including films, filmstrips, slides, transparencies, practice kits, perceptoscope programs, flat pictures, cartridge films, bulletins, and course outlines. Of this number, 61% were recommended as instructional or informative media to be used in classrooms for the deaf. Related documents are VT 005 014 and VT 005 015. (CH)

ABSTRACT 21191

EC 02 1191 ED 028 450
Publ. Date Nov 68 72p.
Leshner, Saul S.; Snyderman, George S.
Educational and Vocational Rehabilitation of Disadvantaged Handicapped Youth.
Jewish Employment And Vocational Service, Philadelphia, Pennsylvania
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; adjustment problems; disadvantaged youth; employment opportunities; employment services; handicapped children; low achievers; occupational therapy; potential dropouts; vocational adjustment; vocational counseling; youth employment; vocational rehabilitation

Some 276 handicapped and socially disadvantaged youth aged 16 to 18, who were likely to drop out of high school, received rehabilitation services from the Philadelphia Jewish Employment and Vocational Service (JEVS) and the Board of Education. The services included intense vocational and personal evaluation, work adjustment training,

individual and group counseling, remediation, social services, job placement, follow-up, and special instructions in academic subjects. In addition to the services rendered by JEVS, and effort was made to identify the intellectual, personality, and cultural factors inhibiting adjustment to on-going school instructional programs, so that emphasis might be placed on helping the disadvantaged handicapped youth successfully accommodate to, and succeed in, school or job. Some 122 (69.1%) of the 276 youth were rehabilitated and helped to make a better adjustment in school, or get and hold jobs in the competitive labor market. (BP)

ABSTRACT 21235

EC 02 1235 ED 002 981
Publ. Date 59 839p.
Cruickshank, William M. And Others
Teaching Methodology for Brain-Injured and Hyperactive Children, A Demonstration-Pilot Study. Special Education Rehabilitation Monograph Series Number 6.
Syracuse University, New York
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-6415 CRP-090

Descriptors: exceptional child research; mentally handicapped; learning disabilities; emotionally disturbed; teaching methods; diagnostic tests; demonstration projects; pilot projects; psychological characteristics; instructional materials; classroom environment; case studies (education); multiply handicapped; minimally brain injured; behavior; academic achievement

An investigation was made of the effectiveness and value of a controlled classroom environment, especially prepared materials, and highly structured teaching methods upon learning problems and school adjustment of mentally retarded, emotionally disturbed children, with or without clinically diagnosed brain injury. Children studied were those whose emotional difficulties were characterized by mental retardation and hyperactive aggressive behavior, and those with mental retardation and known or suspected brain injury between the ages of 7 and 11 years. A thorough case study of each child was made. A control group of endogeneous children and hyperactive children without neurological indications of brain injury, taught by conventional methods, was used. The two experimental groups were in an educational situation designed in general along the lines described by Strauss and Lethtinen. One experimental group included children with conclusive evidence of brain injury and mental retardation, and children with mental retardation and hyperactive aggressive behavior without evidence of brain damage. The second group included children whose case histories and behavior were typical of the brain injured but without neurological indications of brain damage. Although achievement in learning was demonstrated in both groups, the study showed statistically significant differences in gain for the experimental group (GC)

ABSTRACT 21511

EC 02 1511 ED 030 755
Publ. Date Jan 68 48p.
On-The-Job Training Program, Educable Mentally Retarded. Final Report.
School District Number 25, Pocatello, Idaho
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; demonstration projects; educable mentally handicapped; on the job training; program descriptions; records (forms); vocational education; work study programs

School training and vocational services were combined into a program designed to demonstrate that educable mentally retarded students could develop well rounded working habits that would mutually benefit them and the community. On-the-job training was used as a demonstration of the practical use of academic, social, and vocational skills learned in the classroom. Classroom work was individualized to the work experience of the student in order to develop skills and attitudes necessary for a successful employment, good citizenship, and worthwhile use of leisure time. Work experience programs 1 to 2 hours of each school day were provided within the public school setting for students below the age of 16. Upon reaching the age of 16 students were placed in the community and worked from 3 to 4 hours per day. Findings indicate that the IQ score by itself was inadequate as an indicator of job capabilities. The performance area of the psychological examination proved to be more reliable in this respect than did the verbal area in the overall IQ score. During the 3-years of operation, job placement was accomplished for 12, 18, and 19 students respectively. Information on types of occupations and project dropouts is appended. (CH)

ABSTRACT 21595

EC 02 1595 ED N.A.
Publ. Date Jan 70 17p.
Lauritsen, Robert And Others
Summer Employment and Related Experiences for Hearing Impaired Youth in Minnesota.
EDRS not available
Journal Of Rehabilitation Of The Deaf; V3 N3 P16-32 Jan 1970

Descriptors: exceptional child services; aurally handicapped; employment experiences; job placement; vocational counseling; job development; work experience programs; rehabilitation programs; summer programs; employer employee relationship

A statewide project developed in Minnesota to provide hearing-impaired teenage and young adult students with summer work opportunities and vocational knowledge is described. The results, problems, conclusions, and recommendations for improvement are presented. Also included are forms for counselor information, employee and employer questionnaires, personal applications, and student-parent agreements. (RS)

ABSTRACT 21652

EC 02 1652 ED N.A.
Publ. Date Jan 67 262p.
Kitzmiller, Richard L.
A Model Vocational Education Program for the Slow Learner.
Franklin County Schools, Chambersburg, Pennsylvania
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS not available
BR-66-1223
Office Of The County Superintendent, Franklin County Schools, 157 Lincoln Way East, Chambersburg, Pennsylvania 17201.

Descriptors: exceptional child education; mentally handicapped; slow learners; vocational education; program proposals; vocational schools; trade and industrial education; community programs; occupational guidance; educational needs; technical education; program planning; Pennsylvania

Concerned with an educational program for the slow learner, areas discussed are the neglect of the slow learner, the resistance to teaching vocational skills, the Vocational Education Act of 1963, and the implementation of the act in Pennsylvania both statewide and locally. Literature dealing with vocational programs, slow learner programs, program faults, and new program approaches and immediate needs is reviewed. Described are activities and sources of information for beginning a program, the ability of the slow learner, possibilities for occupational instruction and careers, needed resources for working with the slow learner, and the possibilities of an Area Vocational-Technical School (AVTS) providing this education. Methods of modifying the Franklin County AVTS program for this purpose are suggested. Extensive appendixes contain information on planning meetings, evaluation instruments, and background data on the proposals. (JM)

ABSTRACT 21887

EC 02 1887 ED N.A.
Publ. Date 67 7p.
McQuarrie, Charles W.
The Winter Haven Program.
Winter Haven Lions Research Foundation, Inc., Winter Haven, Florida
EDRS not available
Academic Therapy Quarterly; V2 N2 P66-72 Win 1966-67

Descriptors: exceptional child education; learning disabilities; perceptual development; sensory training; testing; special programs; community service programs; grade 1; Lions Club; Winter Haven Program (Florida)

A perceptual testing and training program for first graders is described. Sponsored by a community service organization, the program has produced four research studies and achieved educational recognition. The program's rationale and methods, including a flip book for testing and a master template for training, are explained. (DF)

ABSTRACT 21969

EC 02 1969 ED 036 948
Publ. Date (69) 27p.
Guidelines for Initiating Work-Study Programs.
Washington County Schools, Washington, Pennsylvania
EDRS mf,hc

Descriptors: vocational education; work study programs; records (forms); program administration; administrator guides; student records; work experience programs; curriculum; student evaluation; Pennsylvania

Types of work study programs on the secondary level are described, as are federal, state, and local forms, records, and requirements. Over four-fifths of the document consists of appended forms and their explanations. (JD)

ABSTRACT 21976

EC 02 1976 ED 036 955
Publ. Date 69 57p.
Perkins, Dorothy C., Comp. And Others
Workshops for the Handicapped; An Annotated Bibliography--Number 6.
California State College, Los Angeles, Rehabilitation Counseling Program
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc
National Association Of Sheltered Workshops, And Homebound Programs, Inc., 1522 K Street, N. W., Washington, D. C. 20005 ($1.00).

Descriptors: exceptional child services; vocational rehabilitation; sheltered workshops; annotated bibliographies; handicapped; vocational education; employment problems; vocational counseling; program administration; vocational adjustment

An annotated bibliography of workshops for the handicapped covers the literature on work programs for the period July, 1968 through June, 1969. One hundred and fifty-four publications were reviewed; the number of articles on administration, management, and planning of facilities and programs has increased since the last edition. (Author/RJ)

ABSTRACT 21987

EC 02 1987 ED 036 000
Publ. Date 69 107p.
Freeland, Kenneth H.
High School Work Study Program for the Retarded; Practical Information for Teacher Preparation and Program Organization and Operation.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child education; mentally handicapped; work study programs; program planning; administrator guides; program administration; classroom arrangement; recordkeeping; records (forms); teacher qualifications; school community relationship; information dissemination; instructor coordinators; interviews; employers; educable mentally handicapped; vocational education; labor laws; public relations

Intended for both school and nonschool personnel, the text treats work study programing for educable mentally handicapped students at the secondary level. Information is provided concerning the structure and objectives of work study programs as well as the required competencies and responsibilities of the teacher-coordinator. Guidelines are included for setting up a new program, for organizing the classroom for program instruction, and for developing a record system, a school-public information plan, and a system to interview prospective employers. Program operation is defined in terms of legal requirements, employment limitations, and time allocation for the teacher-coordinator's duties. Further guidelines for conducting the program specify means of maintaining effective relations and suggestions for the substitute teacher. Reports and forms are listed and samples of them are appended. (JD)

ABSTRACT 22549

EC 02 2549 ED 038 820
Publ. Date Dec 68 245p.
Mudd, Merle W. And Others
Post-School Vocational Adjustment of Educable Mentally Retarded Boys in Massachusetts.
Medical Foundation Inc., Boston, Massachusetts
Office Of Economic Opportunity, Washington, D. C., Community Action Program
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational adjustment; success factors; educable mentally handicapped; special classes; followup studies; social differences; social adjustment; job training; job application; withdrawal; educational background; social maturity; individual characteristics; family characteristics; social class; student placement; racial differences; parent attitudes

Vocational adjustment was studied by interviewing 549 educable mentally handicapped boys who had been in special classes and 90% of the parents. Findings were that most appeared to have good vocational adjustment and were not readily distinguishable in social or vocational adjustment from others of the same age and social background. However, poorer adjustment was noted in subjects who had been in special classes longer, who had used postschool training facilities, or who used formal resources in job hunting rather than informal resources. Social class was found to be a factor, with subjects from families of higher class manifesting lower adjustment and greater tendencies to stay in school after age 16, to secure postschool training, and not to be expected by their parents to hold full time employment. (JD)

ABSTRACT 22609

EC 02 2609 ED N.A.
Publ. Date Feb 66 66p.
A Handbook for You, the Worker.
Baltimore City Public Schools, Maryland, Division Of Special Education
EDRS not available
Division Of Special Education, Baltimore Public Schools, 3 East 25th Street, Baltimore, Maryland 21218.

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; employee responsibility; vocational education; instructional materials; work attitudes; textbooks

Addressed to educable retarded high schoolers, the handbook introduces the prospective employee to the expectations and routines of the working world. In narrative form it explains the functions of the personnel department and provides information about time records, salary and deductions, working hours, sickness, Workmen's Compensation insurance, personal identification, vacations, emergencies, and safety. Personal characteristics, such as punctuality and appearance, are discussed and sample employee rating sheets are included. (CF)

ABSTRACT 22611

EC 02 2611 ED N.A.
Publ. Date Jan 67 38p.
Cowles, Anna And Others
Pre-Vocational Preparation of Exceptional Children and Youth in the City of Everett, Washington.
Everett School District Number 2, Washington
EDRS not available
Administrative Office, Everett School District Number 2, Everett, Washington 98201.

Descriptors: exceptional child education; educable mentally handicapped; mentally handicapped; vocational education; on the job training; work study programs; curriculum; program administration; prevocational education

The job threshold program described serves educable mentally handicapped students selected upon completing junior high school. Classwork is combined with on the job training. Information provided covers program objectives, curriculum, eligibility requirements, student schedules, and administrative responsibility. (VO)

ABSTRACT 22660

EC 02 2660 ED N.A.
Publ. Date 67 72p.
Vocational Rehabilitation Services in a State Penitentiary System. Final Report.

Oklahoma Vocational Rehabilitation Service, Oklahoma City;
Oklahoma State Penitentiary, McAlester
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS not available
Oklahoma Public Welfare Commission, Department Of Public Welfare, Sequoyah Memorial Office Building, Oklahoma City, Oklahoma 73125.

Descriptors: exceptional child research; delinquency; vocational rehabilitation; prisoners; psychological services; psychiatric services; state programs; corrective institutions; rehabilitation counseling; success factors; program evaluation; prediction; rehabilitation programs; program effectiveness; Oklahoma

A 3-year demonstration project provided total rehabilitation services to a group of inmates of the Oklahoma state penitentiary system. Methods of evaluating the rehabilitation potential of penitentiary inmates were developed; psychological and psychiatric treatment was given; available vocational training was integrated into a total vocational rehabilitation program; and job placement and followup services were provided. Services reached 514 inmates, of whom 20% were eventually closed not rehabilitated, 16% were rehabilitated, and the remainder were on the active caseload at the end of the project period. The following conclusions were reached: stable personnel was necessary with these clients; services were not expensive in terms of case service money; long programs of vocational training after release were not conducive to successful rehabilitation; psychological prognosis at time of acceptance gave a reasonable prediction of training program results; and the individual having a family was less likely to complete the training program or to be rehabilitated. The service program was incorporated into the regular state vocational rehabilitation agency program upon termination of the project. (LE)

ABSTRACT 22667

EC 02 2667 ED N.A.
Publ. Date Jul 69 85p.
Berkey, Rosemary, Comp.
Curriculum Guide: The Educable Mentally Handicapped Plan for Special Education of Exceptional Children.
EDRS not available
Department Of Special Services, Deptford Township Public Schools, Deptford, New Jersey 08096.

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; work study programs; curriculum guides; vocational education

General objectives for the mentally handicapped are provided in an introduction which also includes information on student evaluation, standards and procedures, sequence planning, objectives for senior high educable classes, objectives of the work study program, and student remuneration and liability. Material on employment orientation covers how work differs from school, where to find employment, forms for obtaining a job, holding a job, protection for workers, and a job survey sheet. Possible job opportunities, suitable community and other tasks, and types of employment for the retarded are discussed. Areas of knowledge in consumer education and resource materials are listed. Curriculum suggestions are made for arithmetic, communication and language arts, science, health, safety, social studies, and vocational competencies. (RJ)

ABSTRACT 22673

EC 02 2673 ED N.A.
Publ. Date Feb 70 110p.
Craig, William N., Ed.; Collins, James L., Ed.
New Vistas for Competitive Employment of Deaf Persons, Monograph No. 2.
Pittsburgh University, Pennsylvania, School Of Education
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS not available
Journal Of Rehabilitation Of The Deaf; Monograph No. 2 Feb 1970

Descriptors: aurally handicapped; employment opportunities; employment practices; job development; vocational education; industry; employer attitudes; employment potential; employment services

Workers in various areas conferred to analyze possibilities for employment competition by the deaf in this technologically advanced age. Included were leaders from industry, organized labor, vocational rehabilitation, placement services, and education. The first group of papers defined employment practices and trends, and their implications for the deaf, related these to three specific industries (aerospace, electronics manufacturing, and newspaper publishing), and followed with a reaction by a member of the deaf community. A second group of papers explored preparation of the deaf for employment, covering general employer-employee relations, as well as the role of the school, responsibilities of interviewers, and vocational guidance. A final series of papers dealt with career development for the deaf, as related to technological changes, techniques of job and career review, and placement. Discussion groups listed recommendations for changes in organization and orientation, research, and training for the deaf and those working with the employment of the deaf. (JB)

ABSTRACT 22694

EC 02 2694 ED N.A.
Publ. Date 69 105p.
The Integration of Vocational Services with Existing Treatment Programs for Emotionally Disturbed Adolescents in Residential, Group, and Foster Home Placement.
Jewish Vocational Service, Chicago, Illinois
Children's Bureau (DHEW), Washington, D. C.
EDRS not available
Jewish Vocational Service, One South Franklin Street, Chicago, Illinois 60606.

Descriptors: exceptional child research; emotionally disturbed; adolescents; interagency cooperation; vocational education; vocational counseling; sheltered workshops; vocational training centers

A three year study was designed to explore ways to improve vocational and educational capacities of emotionally disturbed adolescents living in treatment settings. Clients referred by four child care agencies were given a program involving a rehabilitation workshop, individual counseling, and group orientation services or a program of individual counseling only. Clients changed little on 17 measures collected. High performance clients who showed better capacity to work showed improvements in performance. Low performance clients tended to decline in performance. The hypothesis of age differences favoring the younger clients was not supported, and few diagnostic measures were useful in identifying high or low performers. On a measure of reaction to frustration it appeared that clients who perform well are more able to acknowledge their errors. Vocational problems were noted as being more attitudinal than based on lack of skills. Included in the appendixes are workshop rating scale, counselor rating scale, work semantic differential, and third diagnostic staffing form. (MS)

ABSTRACT 22706

EC 02 2706 ED N.A.
Publ. Date 67 87p.
Rusalem, Herbert And Others
The Vocational Rehabilitation of Neighborhood-Bound Older Disabled Persons: A Program Guide.
Federation Employment And Guidance Service, New York, New York
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS not available
Federation Employment And Guidance Service, 215 Park Avenue South, New York, New York 10003.

Descriptors: physically handicapped; special health problems; vocational rehabilitation; adult education; program descriptions; homebound; neighborhood centers; community programs; age; program guides; sheltered workshops; vocational training centers

Described is a vocational rehabilitation demonstration project for older (over 55) disabled workers, coordinating a centrally-based service and two neighborhood-based facilities (to include those limited to their homes or neighborhoods). Services provided to the more than 1,500 clients and discussed here include intake, workshop, psychological, and interview evaluations, personal adjustment training, counseling, placement, long-term workshop employment, and follow-up. The program guide is intended as a model or manual for

adaptation and use by others. In addition to the basic project description, other aspects of the problem of advancing age and severe disability considered are selecting and organizing a neighborhood, administrative considerations (locating and equipping a facility, staff selection and training, financing), and the values of a neighborhood-based vocational rehabilitation program for older disabled persons in terms of benefits to the clients, the community, and anti-poverty programs. (KW)

ABSTRACT 22777

EC 02 2777 ED N.A.
Publ. Date 68 32p.
Hannaford, Alonzo E.; Worth, LoAnne L.
A Guide to Introductory Developmental Activities for the Trainable Mentally Handicapped in the Industrial Education Laboratory.
Illinois State University, Normal, Special Education Department
EDRS not available
TMH Booklet, Fairchild Hall, Illinois State University, Normal, Illinois 61761 ($1.50).

Descriptors: exceptional child education; mentally handicapped; vocational education; instructional materials; trainable mentally handicapped; hand tools; task analysis; equipment; equipment utilization; teaching methods; industrial arts education

Introductory industrial education activities for the trainable mentally handicapped are presented. Each of the 18 activities is pictured showing essential equipment and materials and basic layout; the procedural analysis given includes step-by-step procedure, descriptive statement of the steps, modification, a construction analysis, a list of materials, and a description of the construction. Activities are sequentially patterned according to the materials and skills required. Photographs depict the machine screw exercise, pattern duplication, nut-washer assembly, cap screw exercise, sized dowel exercise, sorting activity, cotter-pin-washer-dowel sequences, block-peg-washer-cotter pin assembly, stuffing envelopes, box packaging, wrench assembly, wire cutting and packaging exercise, screw driver exercise, electron tube packaging, and packaging exercise. (LE)

ABSTRACT 22898

EC 02 2898 ED 040 550
Publ. Date May 70 64p.
Altman, Reuben And Others
Bibliography of Cooperative Work Study Programs for the Mentally Retarded Throughout the United States. Monograph 1.
Texas University, Austin, College Of Education
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; work study programs; bibliographies; cooperative programs; state programs; vocational education

Items in the bibliography are grouped into six categories according to type of item: publications in scholarly journals, books and bibliographies; state guidelines and state agency cooperative agreements; publications of public and private agencies including individual work study plans not presented in state guidelines; proceedings of institutes, symposiums, and other conferences; research reports including reports of research and demonstration projects by author and/or principal investigator; and dissertations. The literature is also classified by states. (MS)

ABSTRACT 22904

EC 02 2904 ED 040 556
Publ. Date Aug 69 62p.
Aldredge, Henry P.
An Investigation to Determine the Effectiveness of Short Concept Films in the Instruction of Handicapped Students. Final Report.
Georgia State Department Of Education, Atlanta, Office Of Vocational Rehabilitation
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-4-9-202070-008-032
BR-20-2070

Descriptors: exceptional child research; handicapped; instructional films; job training; adults; audiovisual instruction; vocational rehabilitation; evaluation methods; repetitive film showings; evaluation; young adults

To determine if short concept films (SCF) are effective tools for assessing the potential of handicapped students for training and work, 135 students at a rehabilitation center were studied. Instructions for how to perform two jobs in jewelry engraving were given verbally by an evaluator, by a color-sound film, a color no-sound film, and by black and white sound and no-sound films. The five treatments were alternated weekly until a total of 27 students were exposed to each treatment. Results revealed the following: the SCF had little effect on the total time students spent on the job sample; instructional time was reduced by as much as two thirds when films were used; more instructional time was spent with students when they used the no-sound films; black and white no-sound films required the greatest number of repeated instructions; and color-sound films were judged most effective of the films. (Author/RJ)

ABSTRACT 22961

EC 02 2961 ED N.A.
Publ. Date Nov 66 38p.
Levine, Samuel; Freeman, F. Elzey
Personal-Social and Vocational Scale for the Mentally Retarded.
San Francisco State College, California
Office Of Education (DHEW), Washington, D. C.
EDRS not available
San Francisco State College, 1600 Holloway Avenue, San Francisco, California 94132.

Descriptors: exceptional child research; mentally handicapped; vocational aptitude; evaluation techniques; vocational tests; tests; rating scales; vocational adjustment; social adjustment; performance tests; sheltered workshops; personal adjustment

A 30-item evaluational scale was developed to assess the social-personal and vocational competence of mentally handicapped individuals in workshops, and to test the effectiveness of workshop procedures. A total of 68 workshops cooperated in the development of the scale. Three rating groups were used--two for pretesting and one for establishing norms. The norming sample numbered 562 (344 males and 218 females). Subjects were 18 years of age or over, with IQ's of 20 to 75. Potential items were collected from available nonstandardized workshop checklists, reviewed, and compiled into a pretest. Items with appropriate statistical properties were used in a second pretest, which was statistically analyzed and the final form (30 items) was compiled. The correlations of IQ and previous school experience with vocational competency scores were significant for both males and females (p less than .01). Reliability of the final form of the scale was calculated. Odd-even correlations for the male-female and total sample indicate a high degree of internal consistency (r equals .95). The test-retest coefficient was .85. Appendixes include the workshop questionnaire, the vocational competency scale, inter-item correlations for males and females, percentage of ratings for each item, alternative for males and females, and percentile norms. (JD)

ABSTRACT 23041

EC 02 3041 ED N.A.
Publ. Date 60 135p.
Moed, Martin G., Coord.
Cerebral Palsy. Work Classification and Evaluation Project 1955-60, Volume I. Final Report.
EDRS not available
Institute For The Crippled And Disabled, 400 First Avenue, Corner 23rd Street, New York 10, New York.

Descriptors: physically handicapped; vocational rehabilitation; cerebral palsy; evaluation; employment problems; evaluation techniques; demonstration projects; community programs; vocational counseling; adults; research projects

A research and demonstration project studied procedures for evaluating the vocational potential of cerebral palsied adults. A special vocational evaluation unit established in 1955 at the Institute for the Crippled and Disabled, New York, utilized the work sample technique to assess vocational performance and predict job achievement. Job tasks included activities found in clerical, semi-skilled, unskilled and service occupations. Clients received a complete medical review, including occupational

and physical therapy, psychological testing, psychiatric screening if indicated, and speech and hearing examinations during the seven-week evaluation. The manual discusses community organization and planning before the client enters evaluation, operational procedures, work samples, and evaluation as a diagnostic and therapeutic medium. Appendixes include evaluation forms, illustration of equipment adaptations, a list of equipment and tools, work sample test sheets, and evaluation criteria. Volume II of the project report presents follow-up studies, observations, bibliography related to the project, and recommendations. (LE)

ABSTRACT 23116

EC 02 3116 ED N.A.
Publ. Date 58 982p.
Rehabilitation of Deaf Blind Persons: Volumes I-VII.
Office Of Vocational Rehabilitation (DHEW), Washington, D. C.
EDRS not available
Industrial Home For The Blind, Nassau-Suffolk Home For The Blind, 329 Hempstead Turnpike, West Hempstead, New York 11552 (Complete Series ($10.00).

Descriptors: multiply handicapped; deaf blind; rehabilitation; professional services; communication skills; medical evaluation; psychological studies; vocational adjustment; adults; recreation; social characteristics

The series of reports on deaf blind rehabilitation comprises seven volumes. Information is provided as a manual for professional workers, for communication, on a report of medical studies on deaf blind persons, and on a psychological study of the deaf blind. Discussions also concern studies in the vocational adjustment of deaf blind adults, recreation services, and a survey of selected social characteristics of deaf blind adults in New York State in 1957. (JM)

ABSTRACT 23129

EC 02 3129 ED N.A.
Publ. Date Aug 70 32p.
Cegelka, Walter J.
A Review of the Development of Work-Study Programs for the Mentally Retarded.
EDRS not available
Training School Bulletin; V67 N2 P87-118 Aug 1970

Descriptors: exceptional child education; mentally handicapped; work study programs; vocational rehabilitation; research reviews (publications); program descriptions

The article reviews the development of cooperative work-study programs for the mentally retarded between education, vocational rehabilitation, and other community agencies. Several specific programs are reviewed in detail. Suggestions for the development of work-study programs are included. (Author)

ABSTRACT 23140

EC 02 3140 ED N.A.
Publ. Date (62) 24p.
Greenwood, Frank L.
On-Campus T.M.R. Occupational Training Program: Classified Personnel Training Procedures.
EDRS not available
Lowell Joint School District, 2250 West Whittier Boulevard, La Habra, California 90631.

Descriptors: exceptional child education; mentally handicapped; vocational education; trainable mentally handicapped; work study programs; job training; job skills; teaching guides; jobs; custodian training; training techniques; work simplification

The guide to teaching trainable mentally handicapped youth the occupations of custodian, garage worker, gardener, and cafeteria worker includes the following information for each occupation: introduction to training program, recommended methods of giving directions to trainees, specific procedures in giving directions (including some typical tasks), recommended types of work for the beginning trainee, safety measures, summary, and list of terms. (LE)

ABSTRACT 23160

EC 02 3160 ED 039 386
Publ. Date Apr 70 67p.
Vocational Education and Work Study Programs. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970).
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; vocational education; work study programs; self concept; secondary education; program descriptions; vocational aptitude; student evaluation

The implementation of a work-study program in a rural, depressed area, the operation of the program, and evaluation are discussed in the first of six papers on vocational education for the retarded. The sheltered workshop at the Kurtz Training Center in Pennsylvania is described with a focus on promoting self image and adjustment. A 6-year secondary program for students with IQ's of 80 and below, located in a self-contained highschool, is considered. Also examined are two aspects of work aptitudes and prevocational evaluation in work-study programs. (RJ)

ABSTRACT 23208

EC 02 3208 ED N.A.
Publ. Date 64 80p.
Lord, Francis E., Ed.
Work Education for Educable Retarded Youth: Report on Institutes.
California State College, Los Angeles
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS not available
California State College Bookstore, 5151 State College Drive, Los Angeles, California 90032.

Descriptors: exceptional child education; educable mentally handicapped; work experience programs; student evaluation; curriculum; job placement; program planning; institutes (training programs); program evaluation; program administration; vocational education

General session speeches and abstracts of panel presentations from two institutes on work education for educable retarded youth are presented. Papers from the First Institute for leadership personnel in education and rehabilitation are on the national challenge of mental retardation by Morton A. Seidenfeld, retarded in the world of work by Julius S. Cohen, work assessment in the Minneapolis School Project by Evelyn Deno, preparing educable youth for work by Charles S. Eskridge, and issues and problems in California by Wayne Campbell. Assessing students by work experience, and the school curriculum and training program were topics of the two panels for which abstracts of presentations are included. The Second Institute on planning and instituting work education programs for retarded youth includes speeches on elements of successful work education programs by Julius S. Cohen, secondary curriculum and work education by Jerome Rothstein, and problems in placing retarded youth by Julius S. Cohen. Abstracts of presentations from panels on initiating effective programs, and operating and evaluating programs are included. (MS)

ABSTRACT 23248

EC 02 3248 ED 011 121
Publ. Date Nov 66 21p.
Friedman, Simon B.; Soloff, Asher
A Vocational Development Program for Emotionally Disturbed Adolescents.
Jewish Vocational Services And Employment Center, Chicago, Illinois
EDRS mf,hc
VRA-RDO1216-P
Paper Presented At The Association Of Rehabilitation Centers Conference (Philadelphia, Nov. 30, 1966).

Descriptors: exceptional child research; vocational education; emotionally disturbed; residential centers; vocational development; staff role; adolescents; counselors; vocational counseling; behavior development; work experience programs; interagency coordination; experimental programs; demonstration programs

A vocational development program provided 4 years of service for emotionally disturbed adolescents who were attending school and living in residential treatment centers. The program consisted of a rehabilitation workshop, concomitant vocational counseling, and group vocational orientation services. In addition, individual programing presented the youngsters with increasingly difficult vocational situations. Close coordination between the vocational services

and the therapeutic plan of treatment in the residential centers was emphasized. To test the hypothesis that work-focused vocational programing may be more effective if begun in early adolescence, an experimental group, aged 14 to 15, and a control group, aged 16 to 18, were chosen. Evaluation of the programs is to be made by comparing the two groups on the measures administered during the program and vocational performance of the trainees in the community after completing the programs. Elements which should be incorporated into a vocational rehabilitation program are identified and described. (PS)

ABSTRACT 23394

EC 02 3394 ED N.A.
Publ. Date 69 18p.
Colella, Henry V., Ed. And Comp.; Gleason, John J., Ed. And Comp.
Selected Bibliography of Books, Pamphlets, Periodicals, and Curriculum Guides in Work Study for the Educable Retarded.
Boston College, Chestnut Hill, Massachusetts
Massachusetts State Department Of Education, Boston, Bureau Of Special Education;
Boston University, Massachusetts;
Bureau Of Education For The Handicappped (DHEW), Washington, D. C.
EDRS not available
Massachusetts State Department Of Education, Bureau Of Special Education, Boston, Massachusetts.

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; work study programs; bibliographies; vocational education

Textbooks, pamphlets, periodicals, curriculum guides, and materials related to work-study (programs, experiences, job training, placement, counseling, curriculum, and other aspects) for the educable mentally handicapped are listed in bibliographical form. (KW)

ABSTRACT 23435

EC 02 3435 ED 041 406
Publ. Date Jun 68 198p.
Final Report of a 5-Year Collaborative Study on the Effectiveness of Early Application of Vocational Rehabilitation Services in Meeting the Needs of Handicapped Students in a Large Urban School System.
New York State Education Department, Albany, Division Of Vocational Rehabilitation
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; vocational education; physically handicapped; mentally handicapped; emotionally disturbed; educable mentally handicapped; prevocational education; work experience programs; case records; vocational adjustment; employment potential; family relationship; cooperative programs; followup studies

To determine the effect of prevocational work experience on the severely handicapped, 280 children, aged 14 to 17, were studied. The children were subdivided into three disability groupings (physically disabled, educable mentally retarded, and emotionally disturbed), each of which was further divided into experimentals (E's) and comparisons (C's). The E's received vocational service from three private agencies with workshops 2 days per week during 2 school years. All children were assessed at the start and end of the program and followed up 12 months later. Results indicated that the disability groupings differed markedly in demographic and personal characteristics, in the nature of presenting problems, in their school careers, and in outcomes. The physically disabled benefitted most from the services with the E's having higher potential for employment than the C's; the mentally retarded gained in socialization and interpersonal adjustment, but not necessarily in employability; and the emotionally disturbed did not benefit significantly from the services, except the E's remained in school substantially longer than the C's. Additional findings were that ethnic and socioeconomic status were important determiners of both progress and outcome; the services were least effective with children in the poverty subculture. (Author/JD)

ABSTRACT 23489

EC 02 3489 ED 016 106
Publ. Date Aug 66 157p.
Karnes, Merle B., And Others
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who Are School Dropout, Delinquency, and Unemployment Prone. Final Report.
Champaign Community Unit IV Schools, Illinois
EDRS mf,hc
VRA-RD-1075

Descriptors: exceptional child research; mentally handicapped; slow learners; prevocational education; student rehabilitation; disadvantaged youth; vocational counseling; vocational adjustment; dropout prevention; delinquency prevention; work study programs

It was hypothesized that 91 slow learners from low socioeconomic status homes, in a carefully designed two-year vocationally oriented educational program with prevocational counseling, would show achievement superior to that of a matched control group enrolled in a regular educational program. Data were collected from school records, interviews, case studies, psychological tests, and Division of Vocational Rehabilitation records. The experimental subjects had significantly better attendance, fewer school dropouts, and made a better vocational adjustment than the control group. There was no significant difference between the two groups in social and emotional adjustment. Achievement test scores for the tool subjects of arithmetic, reading, and spelling showed no significant differences between the two groups in amount gained. Some implications for program implementation were that specially trained administrative and teaching personnel should be employed for this kind of program, the ratio of teacher to youth should be no greater than one to 20, and the curriculum should be functional, individualized, and vocationally oriented. A review of related literature, a complete program description, and recommendations for further research and programing are included. (ET)

ABSTRACT 23577

EC 02 3577 ED 042 310
Publ. Date Jun 70 77p.
Materials for Secondary School Programs for the Educable Mentally Retarded Adolescent.
New England Materials Instruction Center, Boston, Massachusetts
Boston University, Massachusetts, School Of Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; work study programs; instructional materials; bibliographies; educable mentally handicapped; adolescents; resource materials; curriculum guides; audiovisual aids

Compiled are materials related to work study programs for the educable mentally handicapped adolescent. Items listed include professional books, textbooks, resource aids, journals and articles, curriculum guides, instructional materials, and audiovisual aids. The materials are grouped according to academic areas (mathematics, science, social studies, English, reading), vocational education (general, industrial arts, home economics, jobs, trades), and social skills (general, safety, driving, recreation, home care, health, social adjustment). Also included are sections on supplementary audiovisual materials, tests, and professional books. Some materials are breifly annotated; detailed descriptions of the others are available from the retrieval filing system at New England Materials Instruction Center. (KW)

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